

SCIENCE
PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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2024

SCIENCEPROBLEMS.UZ

**ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРБ МУАММОЛАРИ**

№ S/5 (4) - 2024

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

Саидов Сарвар Атабулло ўғли – катта илмий ходим, Имом Термизий халқаро илмий-тадқиқот маркази, илмий тадқиқотлар бўлими.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Хожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулов Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудири;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилевич – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Аҳмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат ҳавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Каюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Карамаддиновна – психология фанлари доктори, доцент,

Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабобовна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

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100070. Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил:

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(99) 602-09-84 (telegram).

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13.00.00-PEDAGOGIKA FANLARI – PEDAGOGICAL SCIENCES

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Article / Original Paper

IMPROVING THE ORGANIZATION OF INDEPENDENT EDUCATION OF FUTURE PRIMARY SCHOOL TEACHERS

Rashidova Oynisa Khusniddin qizi

Master of the Uzbekistan-Finland Pedagogical Institute

Abstract. Today many innovations have been made in independent education and modern, innovative methods and tools are being introduced to make it more useful for students. Therefore, this article shows the shortcomings in the organization of students' independent work, a number of problems in this process. At the same time, efforts are made to use innovative methods and tools in the process of revealing ways to solve them.

Key words: Independent education, the purpose of independent education, problems related to independent education, innovative methods of proper organization of independent education.

BO'LAJAK BOSHLANG'ICH SINFLAR O'QITUVCHILARINING MUSTAQIL TA'LIMINI TASHKIL ETISHNI TAKOMILLASHTIRISH

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Annotatsiya. Bugungi kunda mustaqil ta'lim ustida ko'plab yangiliklar qilingan va talabalarga yanada foydali bo'lishi uchun zamonaviy, innovatsion usul va vositalar yo'lga qo'yilib kelinmoqda. Shuning uchun ushbu maqolada talabalarning mustaqil ishlarini tashkil etishda qo'yilayotgan kamchiliklar, bu jarayondagi bir qancha muammolar ko'rsatiladi. Shu bilan birgalikda, ularni hal qilish yo'llarini ochib berish jarayonida innovatsion usul va vositalardan foydalanishga harakat qilinadi.

Kalit so'zlar: mustaqil ta'lim, mustaqil ta'limning maqsadi, mustaqil ta'lim bilan bog'liq bo'lgan muammolar, mustaqil ta'limni to'g'ri tashkil etishning innovatsion usullari.

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Introduction. Currently, great changes are taking place in the field of education. Each of the introduced changes is closely related to each other and complements each other. In addition, these news are making a great contribution to the development of students as well-rounded individuals. These changes are considered as an important factor in the development of the intellectual potential of our country and the training of mature, competitive personnel who can meet the requirements of the modern world educational standard. The role of independent education, which is an integral and most important part of the modern educational process, is incomparable in the preparation of such personnel. The pursuit of independent knowledge in any field is a characteristic feature of the educational process and the basis of learning. Independent acquisition and control of knowledge in the educational system is one of

the important factors of independent education. In the process of independent education, it is necessary to form the need for independent work, free, creative approach and, most importantly, independent thinking in students. By forming these skills in students, it is possible to prepare mature, qualified, comprehensively knowledgeable personnel who will be the pillars of the country's future. It should also be said that at present, the main part of the educational process in higher educational institutions is allocated to independent education, and independent education is considered as the main indicator of evaluating students' knowledge.

Therefore, in the higher education system, it is necessary to introduce methods and technologies aimed at students' independent education, critical and creative thinking, systematic analysis, formation of creativity skills, strengthening of competencies in the educational process, practical control of the educational process. orientation to the formation of skills, in this regard, the wide introduction of advanced pedagogical technologies, educational programs and teaching-methodical materials based on international educational standards into the educational process is one of the main tasks of today.

In the chapter entitled "Strategic goals and priorities of the development of the higher education system" of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, "Increasing the share of independent study hours, independent learning of students, critical and creative thinking, systematic analysis, orientation of the educational process, training process to the formation of practical skills, use of advanced pedagogical technologies, new innovative methods and tools in this regard [1,]. In order to ensure the implementation of this chapter, systematic work has been launched in the field of independent education. However, at the present time, we can observe many actual problems in the process of organizing independent education in higher educational institutions. They are as follows:

- a) the sameness of the topics of independent education with the topics of the direct science program, that is, in most cases, they can be covered through ready-made materials from various sources
- b) the topic of independent work is not directed to a certain problem,
- c) failure to implement independent work in practice (for example: oral evaluation of a new method invented by a student without using it during the lesson),
- d) cases of standardization of independent work volume, appearance, from its planning to the conclusion by professors

Due to such problems, independent learning for students today is just a simple extra job, and students do independent work in most cases by copying existing independent work, copying ready-made materials on the subject from the Internet [3, 1383]. In addition, students' independent learning, critical and creative thinking, systematic analysis, entrepreneurial skills, and students' creativity in the educational process are decreasing day by day.

Methodology. The student's independent work serves to develop the thinking of any future professional. In general, it can be said that it is a type of training that increases the cognitive activity of students and encourages them to think independently [4, 265] .

In the effective implementation of these goals, it would be appropriate to define the topics of independent work based on the following innovative methods in the development of the academic subject science program in higher educational institutions:

- Independent work topics are created based on problems with a solution based on the information covered in one or more of the main topics of the educational subject;
- Raising of one or several small-to-small problems, solution and preventive measures;
- Of course, it is based on experience, laboratory testing or other practice;
- Briefly describe the knowledge acquired for oneself in the conclusion;
- The introduction of small inventions or discoveries (for example: create a new method that develops the student's logical thinking), the introduction of a number of interesting activities, examples, problems, etc.;
- When the independent education is given to the student, the teacher mentions the names of three or four literatures related to that topic (Because the student compares the books by reading them and becomes interested in what he is doing) ;
- Creation and improvement of the mechanism of organization and control of students' independent work;
- Evaluation of the independent studies prepared by the students by the teacher in the standard evaluation system of the educational system;
- The amount of independent education should be determined not by the subject teacher, but by the student, depending on whether the subject is complex or easy;
- Depending on the level of students' ability to work independently, increasing the volume of independent work by semester starting from the 1st semester, moving from simple assignments to more complex tasks, expanding the forms of independent work [2, 218];

Independent education organized through these innovative methods helps to adequately form independent educational goals in any student.

The teacher should constantly increase the creative approach to the student's independent work and actively add common elements of scientific research and practical experience to the selected form of independent work. The main issue here is to strengthen the independent learning of each student. The teacher should always manage independent work, not allow arbitrariness in its organization, implement the established control system and objectively help students at all stages of their studies.

In the course of education, the student forms a system of knowledge by mastering theoretical material, developing knowledge-giving activities, forming practical skills and experiences while studying educational literature. In this case, educational literature serves as one of the main sources of knowledge. During independent work with the textbook, the student performs various thinking activities, searches for the most important information, compares, classifies, etc. Thus, a very important feature - independence in educational activities is formed.

The assignment of small independent works with methodological innovations to students in the practical, laboratory and seminar sessions of the educational process, the assignment of educational and technological tasks, the assignment of educational and technological tasks, and the introduction of methodological innovations is bearing fruit today. Together with the creation of innovative methods of teaching, it is more effective to allow students to freely illuminate both thematic and methodological approaches to independent education.

The fact that independent works are free of concretely defined standards, their content and style are molded, leads to the realization of independent works on the basis of plagiarism.

In order for a student to do independent work, first of all, he must choose new pedagogical technologies based on his subject, and he must receive recommendations and advice from the teacher regarding the progress of the work.

The volume of independent work should be based on the simplicity and complexity of the topic, it should not be forced to include various applications, freedom of illumination, (if the student wants to draw it as a scientific picture) it should be based on the result of a certain laboratory, experiment.

In modern conditions, it is demanded that the educational process should be directed to the development, socialization and training of independent, critical, creative thinking abilities. Highly qualified specialists should be trained according to the requirements of consumers, students should be provided with the formation of knowledge, skills and qualifications in their chosen specialties, and should be trained to independently acquire knowledge and practical activities[3, 1385].

Analysis and results. It is planned to organize 90 hours of independent education on the subject of "Pedagogical skills" for the 2nd year students of the "Primary education and sports educational work" course, based on the rules listed above. In this case, each student is given a topic consisting of 5 different problems by drawing lots. Then the names of 4 books, where information on the topics can be found, are mentioned. In order to be able to clearly deliver the 5 topics assigned to the students, it is assigned to create a new method, method, and didactic games for each topic that has not been used anywhere. During that semester, each student showed what they had done and asked for different advice, and the teacher taught them some things they did not understand. After reaching the end of the semester, in extracurricular situations, for 6 hours, each student's invented innovations are tested in practice, and their work is seen and evaluated according to standard evaluation criteria. Studies and observations show that the rate of student acquisition has increased from 60 percent to 80 percent. It is believed that this independent education will be properly organized and effective for all students. Through this experience, students' knowledge increases, they develop the skills of free speech on the board, they learn to connect theory and practice, their interest in creative activities grows, their creativity is formed, they learn to draw conclusions independently. In addition, students exchange with each other new methods, games, and methods invented by themselves in the process of implementation, and as a result, each student will have at least 20 new pedagogical technology bases. This useful base will definitely help them in the future when they work at school, so that they can easily and understand the subject to their students.

Summary. To sum up, today the role of independent education in producing highly qualified specialists who are well-educated, advanced, mature, able to think clearly and meaningfully is incomparable [5, 30]. Independent education plays a fundamental role in the process of raising a mature person. At the same time, since there are some problems in the organization of independent education in the educational process, several innovative methods and tools for their proper organization have been shown in this study. In addition, this method is tested in practice in order to know whether they are correct or incorrect methods. Based on the experience of using these innovative methods, some of their advantages can be distinguished:

- help students to learn active methods of acquiring new knowledge; providing the opportunity to acquire a high level of personal social activity;

- created conditions for easy delivery of information that is difficult for students to learn during the educational process;
- stimulating students' creative activity;
- to help to bring education closer to the practice of everyday life, to form not only knowledge, skills and qualifications in science, but also an active life position.

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