

DEVELOPING STUDENTS' INDEPENDENT LEARNING SKILLS THROUGH THE CREDIT-MODULE SYSTEM

Allazov I.S.

Assistant of the Department of urology

Samarkand State Medical University

Samarkand, Uzbekistan

Abstract: *This article presents theoretical and practical recommendations for the development and management of independent learning activities of students in the credit-module education system.*

Key words: *credit, module, system, pedagogical technology, intellectual potential, skill, method.*

РАЗВИТИЕ НАВЫКОВ САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ У СТУДЕНТОВ С ПОМОЩЬЮ КРЕДИТНО-МОДУЛЬНОЙ СИСТЕМЫ

Аллазов И.С.

ассистент кафедры урологии

Самаркандский государственный медицинский университет,

Самарканд, Узбекистан

Аннотация: *В данной статье представлены теоретические и практические рекомендации по развитию и управлению самостоятельной учебной деятельностью студентов в кредитно-модульной системе обучения.*

Ключевые слова: *кредит, модуль, система, педагогическая технология, интеллектуальный потенциал, навык, метод.*

Independent education of students in accordance with the state educational standard of higher education is an important part of the educational process, which is carried out in various forms of educational activity. On the basis of independent education, students form their knowledge, skills and qualifications through practical experience and additional information.

Independent education provides relative personal freedom in choosing the time and place, in contrast to classroom lessons under constant supervision. The form of organization of the educational process is a purposeful systematic activity for the acquisition of knowledge, in which the independent work of students is carried out outside the classroom.

In performing independent tasks, two factors are of great importance, such as students' acquisition of elementary skills for independent educational activities and the creation of an environment of "forced independence". Such skills are formed in the course of lectures, practical exercises, work outside the auditorium, when the teacher gives special tasks (this is planning his answer in advance, determining the main thing in the lecture, comparing certain events, proving).

Independent work involves performing various tasks suggested by the teacher. Completion of these assignments should determine the amount of software material not covered (or poorly covered) in lectures and seminars. Preparation is carried out with the direct advice of the teacher, which does not exclude elements of creativity on the part of students.

Pedagogical literature distinguishes four levels of students' independent activity: 1) repetition; 2) reproductive activity; 3) production activity; 4) independent activity.

According to the level of independent activity of students, four types of independent work are usually distinguished:

- 1) reproduction according to the sample;

2) reconstructive independent work (they teach the analysis of events, phenomena, facts, contribute to the development of internal motivations for knowledge);

3) variable - formation of skills and abilities to find answers outside of a certain sample;

4) creative, which is the crowning achievement of the student's independent activity system.

Orienting the educational paradigm to the development of personal qualities of a professional specialist requires changing the goal of independent work as a form of organizing the educational process. Such a goal should develop the creative thinking of the future specialist, his internal and external self-organization, and actively change his attitude to the received information.

Independent work should be considered as a creative problem-solving process that includes several stages.

1. At the first stage of solving any creative task - understanding it - the inadequacy of the previously existing experience, the need to go beyond its limits is understood. In this, abstraction is identified and worked on.

2. Information search. Determining the methods of finding "abstraction", we rely on the knowledge gained during the training process and as a result of previous activities. We identify the necessary, but so far missing information, directions for searching for its sources.

3. Analytical and synthetic processing of information; experiment setup. The content of this stage is to perceive, understand, understand the information received, evaluate it, establish connections between contradictory facts and events, summarize them and present them in a logical (symbolic) form. As a result of analytical-synthetic processing, information becomes knowledge.

4. The final stage of creative problem solving is distribution. The result obtained by an individual entity in the form of its "export model" becomes the

property of others, enters public circulation. Therefore, presenting the results in writing is a necessary final step in solving a creative problem.

Depending on the specific educational tasks to be solved in the process of independent work, the content and duration of individual stages will change. However, their presence in the process is mandatory. This will help the future specialist to understand himself not only as a ready consumer of knowledge, but also as its translator, distributor of new knowledge.

Thus, independent work is related to the development of problems of a scientific and practical nature, in contrast to educational work, which consists mainly of acquiring knowledge, developed on the basis of a unity of relative views. A problem is a complex theoretical or practical issue, a conflicting situation that requires study and resolution. Often, the student's independent work consists of the following directions:

- participation in scientific problem groups (scientific conferences, seminars);
- publication of scientific articles;
- participation in scientific conferences;
- participation in scientific competitions.

The organization of independent work of students is a complex and multifaceted process, which includes motivation, formation of the professional position of the future specialist, organic inclusion and integration of independent work in the process of mastering the content of academic subjects. and the success of students with experience in using modern pedagogical technologies in choosing forms of independent work and control of independent work results largely depends on its organization

Based on the above-mentioned points, it is possible to come to the following conclusion, the methods and rules of educational and scientific knowledge activity allow students to significantly increase the quality of independent work and successfully master the higher education curriculum. But

the efficiency of the used technique and the independent work methodology depend to a decisive extent on certain personal qualities of the student.

References:

1. Mamadaliyeva, N. I. (2024). Methodology of independent study in higher education in the credit module system. *JournalNX – A Multidisciplinary Peer Reviewed Journal*, 10(2), 38–42.
2. Khayitova, Sh. D., & Allazov, I. S. (2025). Innovative Didactic Tools in Implementation of Independent Education in the Credit-Module System of Students of Higher Education Institutions. *Excellencia: International Multi-Disciplinary Journal of Education*, 3(1), 198–203
3. Mirzaeva, Z. (2022). The Role of Independent Education in the Context of the Credit Module System. *Central Asian Journal of Literature, Philosophy and Culture*, 3(8), 114–117.
4. Turaev, S. (2022). Organization of Independent Education in the Credit-Module System of Teaching. *Journal of Pedagogical Inventions and Practices*, 9, 62–65.
5. Toshpulatov, K. (2023). Technologies for organizing independent learning of students using the credit-modular system in higher educational institutions. *Mental Enlightenment Scientific-Methodological Journal*, 4(6), 37–44.
6. Mirzayev, D. A. (2025). Technological Approaches to Organizing Independent Learning Based on the Credit-Module System in Higher Education Institutions. *Pedagogical Cluster-Journal of Pedagogical Developments*, 3(03), 6–11.
7. Ismatova, Y. N. (2023). Advantages and Disadvantages of Education Based on the Credit-Module System. *Central Asian Journal of Social Sciences and History*, 4(10), 20–23.

8. Kurbanov, Sh. Z. (2024). Methods of organizing education in the credit module system and implementing independent study. *European International Journal of Pedagogics*, 4.13–17.