



The Essence of Independent Learning in the Transfer of Students from Teaching to the Learning System

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Abstract: The tendency to transfer students from teaching to the learning system, and to increase the indicator of independent educational activity in them is clearly observed in the development of the higher education system in the world.

Along with the transition to a competency-based approach in education, it is important to optimize the system of independent work, to elaborate the culture of independent work of students. The article examines concepts such as "**independent learning**", "**independent work**" and many related ideas, various conceptual approaches.

The student should turn from a passive consumer of knowledge into an active subject who can solve problems and independently find effective ways to achieve them according to the new educational paradigm. Then the independent work of students becomes not only a form of the educational process, but also its integral basis.

Several concepts related to "**independent learning**" have become basic concepts in higher education in recent years. This later led to greater emphasis on independent self-monitoring, independent achievement, independent learning strategies, learning-oriented education, and self-directed education.

In modern education, **independent work** is considered as a form of education aimed at ensuring the development of students' independent search for necessary information, creative perception of learning material in classroom sessions, to plan, control their cognitive activity in and outside the classroom, analytical skills, study time. As one of the definitions of independent learning, we can cite the following: activity is a personal quality of a person, a generalized unique aspect of a person, capacity, active mental activity, independence of the learner in the educational process, skills and actions in relation to learning, understanding [1. P.325].

So, independent work is a form of organization of the learning process that stimulates activity, independent and cognitive interest of students.

Being able to be independent is such a quality that this phenomenon has been interpreted in different ways in investigations and has been shown as the subject of research of many scientists.

Independence is the most important characteristic of a person both as a person and as a subject of activity. To be independent is to do something of one's own will, without external help and motivation. In this sense, independence can be understood both as a characteristic of a person and as a criterion of maturity in one or another area of social practice.

Many works and scientific researches of authors in our country and abroad played an important role in revealing the concept of "**The activity of independent learning by control of their knowledge**". The first sources of independent education occurred in the development of the science of philosophy,

the development of philosophy combined all the knowledge of the people of the ancient world about nature, man and society. In the works of Socrates, Confucius, Democritus, Plato, Aristotle and Heraclitus, it is emphasized that the progress of a person is achieved due to his independent work on his personality, self-awareness and further improvement of it.

In particular, among the Greek philosophers, Socrates was one of the first to express his views on leading and guiding the students' independence and cognitive activity in the educational process, and of course, he expressed his views on preparing in advance (giving assignments and preparing to ask questions); he had developed his own teaching method and tested these methods on his students, using heuristic conversations to activate the students' cognitive process, which was carried out using induction methods.

As we have seen, Socrates considered the activity of his students to be dependent on the influence of the pedagogue and the properly organized teaching process. It can be emphasized that proper organization of teaching is important in education, including independent learning.

Comenius developed his ideas about humanism, harmony with nature, and independent thinking in his "Great Didactic". He put forward ideas about free and creative activity and about individual and social development of education. By the middle of the 19th century, pedagogues came to the following conclusions: the teaching process in a higher educational institution is multifaceted, and independent education of students plays an important role in this process and being able to organize it correctly ensures that the strong foundation for acquiring knowledge and ensures broad knowledge for future professional, and allows the specialist to perform complex tasks during his career.

K.D. Ushinsky's thoughts are very exemplary in this regard. He said: "Professors, docents and candidates who work at the university can supervise the independent work of students, recommend them sources, explain things that are unclear, and review the completed work. Only then there would be no candidates who sat at the university for four years and had no knowledge other than the professors' notes, who did not independently read a single book on the subjects of their faculty during four years." According to K. D. Ushinsky, independent work plays an important role in the process of training specialists, this process should be based not only on studying textbooks, but also on familiarization with primary sources and scientific works [5]. Scholars emphasize various aspects of independent work of students in their work, that is, from simple information-research work to creative work, from vocational training to cultural work. However, according to many researchers, independent work is carried out without the help of the teacher, although this work is directed towards them beforehand. But in today's period of rapid information, the role of self-awareness, reflection, student's responsibility for the results of educational activities, self-work, and self-regulation must increase.

According to I.A.Zimnyaya, from the student's point of view it can be said that independent work must be directed to a certain goal, the student should be ready at will, all the actions that need to be performed are structured by the subject, the planned process can be controlled and will lead to results [2.P.255].

The main principles of self-management are activity, following a system, being able to understand, that is, being able to understand goals, conditions, developing a specific program of actions using self-evaluation criteria, constantly managing oneself. It is necessary to start preparing for independent work in the first months of study, that is, with the formation of skills and competencies that are its basic concepts.

An important principle of independent learning is the realization of responsibility for one's own independent learning during the period from the beginning to the end of the study. Autonomous education is considered by T.Yu. Ternovykh as the following process: "when choosing their educational activities, learners make decisions independently, determine work methods, deadlines, methods of monitoring and evaluating their work, bring its results to new educational contexts"[3].

Foreign scientists also confess the basics of autonomous learning for organizing independent education. It is necessary to note that the concept we are studying is mentioned in the pedagogical literature "as education".

M. Knowles, an American pedagogue who developed the principles of androgogy was one of the first to define this type of education. According to his opinion, "the process of self-directed learning by which people take initiative without the help of others, that is, with or without the help of this defining their needs in education, forming the goals of learning, determining the physical and mental capabilities necessary for learning, choosing appropriate paths in teaching and evaluating its results"[6].

The author also makes it clear that active students read more and remember material better than non-active students. Based on the observations of Knowles, it can be assumed that a student who has the ability to learn independently can spend his time successfully, or rather, achieve success in learning a foreign language with great confidence.

According to S. L. Rubinstein who is the author of many fundamental textbooks on the basics of psychology, independence occurs in the process of the formation and maturation of a person as a subject of activity. According to other points of view, independent education consists of a set of formed knowledge and skills, a person's attitude towards the activity (in our case, we can say it the attitude to the educational process and its results). Such a perspective, that is, a view of the reflection of independence implies the further development of this quality[2]. Perceived independence means that students try to learn without the help of anyone from outside, that is they want self-understanding, self-evaluation in the process of reflection. Especially in the initial process of teaching, independence in relation to the educational material appears. It is precisely in the formation of independence at this stage that it is possible to observe positive results related to the adoption of unusual decisions by students and the resolution of problems in their adoption.

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