

THE MEANINGS OF INDEPENDENT EDUCATION EDUCATIONAL INSTITUTIONS

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Abstract

The article examines the important qualities of students, such as initiative, activity and self-control, which contribute to the successful formation of their future career and social activities in accordance with the requirements of society and the cultural environment. Particular attention is paid to the development of student self-government at universities, analysis of the pedagogical potential of student associations and the involvement of students in social processes.

Keywords: sociocultural environment, non-state higher educational institutions, student government, pedagogical potential, youth.

The increase in the number of private higher education institutions around the world is due not only to the development of their infrastructure, but also to the desire to create educational institutions with high scientific potential and high-quality training of qualified specialists. This fact raises the question of the great responsibility of managers of the non-state education sector, since the prestige of educational institutions is determined primarily by the quality and level of personnel training.

The main task of higher education in the world is to form highly spiritual, intellectually developed and creative specialists. Higher education is not only an educational institution for training highly qualified professionals, but also an institution that develops students' personal qualities and social skills.

At the present stage of development of non-state universities, student initiative, activity and self-control play an important role. They build their future and their activities based on their social needs, in harmony with the sociocultural environment.

In this regard, in higher education it is important to form a new educational sphere aimed at developing the system of student self-government, deep development of its pedagogical potential, active involvement of students in social processes and support of all social initiatives of students. The formation of such a sphere is impossible without a theoretical understanding of the essence of modern student self-control and the study of the essential conditions for the effective implementation of the pedagogical potential of student associations [2].

Currently, research aimed at fully revealing the possibilities of self-control of students as a subject of pedagogical activity in Uzbekistan is not carried out at a high level. The study of modern experience of student self-control, individual performance of independent tasks,

analysis of scientific and pedagogical work on the problems of youth in general and students in particular allows us to identify a number of important contradictions.

In modern non-state universities, the problems of developing students' independent completion of tasks and self-control are:

- students' lack of need for social activity, self-awareness and appropriate organizational forms of working with students;
- potential educational opportunities of student government and the lack of organizational and pedagogical conditions for their implementation;
- the need of student activists for pedagogical support from the university administration and teachers, as well as the lack of development of the main forms of pedagogical support for socially oriented activities of students [5].

Based on the stated guidelines, the research task has been defined, which is to determine the conditions under which it is possible to actualize the pedagogical potential of students' independent completion of tasks and self-control.

Scientific research in the field of education, pedagogical observations show that, based on modern achievements of science and technology, it is necessary to train students in professional research, creativity, develop their knowledge, skills and dexterity, increase their ability to think, cultivate a culture of speech, and master the secrets of the profession.

In non-state universities, serious attention is not paid to the development of independent work skills in pedagogical and special subjects, there are insufficient teaching aids and recommendations specifically designed for independent work, there is no classification of educational materials, the system of independent assessment of work has not been brought to the required level, and similar problems remain relevant [6].

Based on the above, the following priority tasks can be identified:

1. Disclosure of the essence of students' independent performance of tasks and self-control skills, as well as to describe the characteristics of its main subjects, to show their role in the organization of socially oriented activities [7].
2. Determination of the principles of students' independent performance of tasks and self-control, reflecting its complex nature.
3. Identification of the main functions that improve students' independent performance of tasks and self-control skills.
4. Determination of the most important organizational and pedagogical conditions for students to independently complete tasks and successfully implement self-control skills [8].
5. Development and theoretical justification of a typology of types and forms of pedagogical support for socially-oriented activities of students.

In conclusion, we considered it necessary to give the following proposals and recommendations to improve the quality and efficiency of the formation of independent knowledge, skills and qualifications of students:

- determination of the content, form and methods of students' independent performance of tasks and self-control processes, organized on the basis of pedagogical technologies in subjects;
- it is necessary to develop a student-oriented model of independent completion of tasks and self-control in subjects [9] and organization of independent completion of tasks and self-control of students based on this model;
- introduction of a stimulating and interesting system for students to independently complete tasks and self-control;
- identification of tasks related to diagnostics, assessment of students' practice in organizing independent work in pedagogical subjects and monitoring the formation of independent work skills;
- development of methodological recommendations aimed at developing students' independent completion of tasks and self-control.

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