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**TALABALARDA MUSTAQIL TA'LIM OLISH KO'NIKMALARINI RIVOJLANTIRISH
MUAMMOLARI****ПРОБЛЕМЫ РАЗВИТИЯ НАВЫКОВ САМООБРАЗОВАНИЯ У СТУДЕНТОВ****PROBLEMS OF DEVELOPING SELF-EDUCATIONAL SKILLS OF STUDENTS****Lutfullayeva Xulkarxon Asatullayevna**Tashkent University of Information technologies named after
Muhammad al – Khwarizmi/Foreign languages department, senior teacher**Annotatsiya**

Talabalarda mustaqil ta'lim olish ko'nikmalarini shakllantirish zamonaviy ta'limning tobora muhim yo'nalishiga aylanib bormoqda. Ushbu ko'nikmalar talabalarga o'z ta'limlari uchun mas'uliyatni o'z zimmlariga olishlariga, o'rganishga umrbod mehr qo'yishlariga va doimiy o'zgaruvchan dunyoga moslashishlariga imkon beradi. Biroq, mustaqil ta'lim olish ko'nikmalarining umumiy e'tirof etilgan ahamiyatiga qaramay, ularni samarali rivojlantirish yo'lida ko'plab muammolar mavjud. Ushbu maqola talabalarda mustaqil ta'lim olish ko'nikmalarini rivojlantirish bilan bog'liq asosiy muammolarni aniqlaydi va o'rganadi. U an'anaviy ta'lim tizimlarida mustaqil ta'lim olishga qaratilgan cheklangan e'tiborni ta'kidlashdan boshlanadi, asosiy e'tibor ko'pincha o'qituvchiga yo'naltirilgan ta'lim va standartlashtirilgan testlarga qaratiladi. O'quvchilarning o'z qiziqishlarini o'rganish, o'quv maqsadlarini belgilash va mustaqil izlanishlar bilan shug'ullanish imkoniyatining yo'qligi mustaqil ta'lim olish ko'nikmalarini rivojlantirishga jiddiy to'siq bo'lishiga yordam beradi. Maqolada texnologiyaning mustaqil ta'lim olishni boshqarishni osonlashtirish va to'sqinlik qilishdagi roli muhokama qilinadi. Raqamli manbalar va onlayn platformalar mustaqil tadqiqot va bilim olish uchun katta imkoniyatlarni taqdim etsa-da, ular vaqtini samarali boshqarishda chalg'itish va qiyinchiliklarni keltirib chiqaradi. Ushbu maqola mustaqil ta'lim olish muammolari haq qilish uchun strategiyalar va tavsiyalarni o'rganadi. Unda ta'lim muassasalari o'quv rejasining ajralmas qismi sifatida mustaqil ta'lim olishni boshqarishni o'z ichiga olishi, o'quvchilarga zarur yo'l-yo'riqlar, resurslar va avtonomiyalar berish zarurligiga urg'u beradi.

Аннотация

Развитие навыков самообразования у учащихся становится все более важным аспектом современного образования. Эти навыки позволяют учащимся брать на себя ответственность за собственное обучение, воспитывают любовь к получению знаний на протяжении всей жизни и дают им возможность адаптироваться к постоянно меняющемуся миру. Однако, несмотря на общепризнанную значимость навыков самообразования, на пути их эффективного развития сохраняются многочисленные проблемы. Целью данной статьи является выявление и исследования ключевых проблем, связанных развитием навыков самообразования у студентов. Он начинается с подчеркивания ограниченного внимания, уделяемого самостоятельному обучению в традиционных системах образования, при этом основное внимание часто уделяется обучению, ориентированному на учителя, и стандартизированному тестированию. Отсутствие у учащихся возможностей исследовать свои собственные интересы, ставить цели обучения и участвовать в независимых исследованиях способствует значительному барьеру в развитии навыков самообразования. В статье обсуждается роль технологий как в содействии, так и в препятствовании самостоятельному обучению. Хотя цифровые ресурсы и онлайн-платформы открывают огромные возможности для самостоятельного исследования и приобретения знаний, они также отвлекают и создают проблемы в эффективном управлении временем. В статье исследуются стратегии и рекомендации по решению этих проблем.

Abstract

The development of self-educational skills in students has become an increasingly important aspect of modern education. These skills empower students to take responsibility for their own learning, foster a lifelong love for knowledge acquisition, and equip them with the ability to adapt to an ever-changing world. However, despite the recognized significance of self-educational skills, numerous challenges persist in their effective cultivation. The purpose of the article is to identify and explore the key problems associated with developing self-educational skills among students. It begins by highlighting the limited emphasis placed on self-directed learning within traditional education systems, wherein the focus often remains on teacher-centered instruction and standardized testing. The lack of opportunities for students to explore their own interests, set learning goals, and engage in independent inquiry contributes to a significant barrier in the development of self-educational skills. The article discusses the role of technology in both facilitating and hindering self-directed learning. While digital resources and online platforms offer vast opportunities for independent exploration and knowledge acquisition, they also present distractions and challenges in managing time effectively. The article emphasizes the need for educators to harness the potential of technology while providing guidance on its responsible usage.

Kalit so'zlar: mustaqil ta'lim, mustaqil izlanishlar, tanqidiy fikrlash, mustaqil ish.

Ключевые слова: самообразования, самостоятельное исследование, критическое мышление, самостоятельная работа.

Key words: self-educational skills, independent exploration, critical thinking, independent work.

INTRODUCTION

In today's rapidly evolving world, education is not limited to the confines of a classroom or the duration of a formal education. The ability to learn independently and continuously has become an essential skill for success in both personal and professional spheres. This skill, known as self-educational skills, empowers individuals to take charge of their own learning journey, adapt to new challenges, and thrive in an ever-changing knowledge landscape.

However, despite the growing importance of self-educational skills, there exist numerous challenges that hinder their development among students. This article delves into the problems faced in nurturing and fostering these essential skills in students and emphasizes the significance of addressing them for the betterment of education systems worldwide.

One of the primary obstacles in developing self-educational skills is the traditional educational paradigm itself. Traditional classroom environments often prioritize rote learning, standardized assessments, and a one-size-fits-all approach, leaving little room for individual exploration, critical thinking, and self-directed learning. As a result, students may struggle to develop the motivation, curiosity, and resourcefulness necessary for effective self-education.

Furthermore, the absence of explicit instruction and guidance on self-educational strategies within formal education systems exacerbates the problem. Many students are not equipped with the necessary tools, methodologies, and metacognitive skills to plan, manage, and evaluate their self-learning journeys. The lack of structured guidance and mentorship leaves students feeling overwhelmed, directionless, and unsure of how to effectively utilize their time and resources for self-education.

LITERATURE REVIEW

Various aspects of the development of self-educational, independent activities of students are considered in dissertation research, monographs, articles by CIS scientists P. L. Antipov, E. N. Arbuzova (reflective learning system), Borovikova S. A. - personalities [2,3,4] ; Garanina Zh.G., Gareeva, R., Medvedeva I.F., Minina E.V., Orlova, I.A., Podnebesova M.I., Tsurikova L.V., Chebotareva, E.S., Shishkova O.G. - knowledgeable. activity [5,6,7,8]; Yulanova N.D., Yakusheva S.[9,10].

In the process of our research, in order to develop a full-fledged pedagogical system for improving the self-educational skills of students, it was necessary to establish the difficulties of students and teachers in organizing the process of self-education. Our pedagogical experience, data on further professional adaptation and activities of graduates of medical universities show that problems with the self-education of teachers themselves (own self-education, organization, advisory and practical assistance to students) subsequently affect the quality of work of young employees of medical institutions.

MATERIALS AND METHODS

Based on the analysis of questionnaires and observations of English classes, we conditionally identified three groups of difficulties:

- insufficient resource provision (material and technical base, number of hours, free time of students, required and additional literature, access to the Internet, etc.);
- insufficient preparation of teachers and students themselves for self-educational activities;
- conditioned by individual characteristics (abilities, health status, disinterest in results).

The majority of teachers (47%) and students (56%) mainly cite time pressure. The unsatisfactory availability and condition of existing self-education resources is noted by 27% of students and 38% of teachers. Individual characteristics are rarely mentioned. At the same time, the factors and difficulties that determine the very nature of self-education are especially important, since by comparing them with the established parameters of professional and self-educational competence, it is possible to more clearly define the problems of the self-education process that arise in the pedagogical and organizational activities of teachers and the independent work of students. As it turned out, the greatest difficulties among students include self-control over the systematic and timely completion of self-education tasks (41%), planning work and determining its

stages (32%). Some students (17%) cite insufficient motivation as the reason for a passive attitude towards professional self-education (14.3%). Among teachers, the difficulties of planning their own and teaching students this skill are noted by many (48%). Preference for other areas of life, interests, values, types of activities, especially creative interests and values, is noted by 22%, difficulties in setting and distinguishing between main and secondary goals - 19%, self-organization and self-control - 14%.

RESULTS AND DISCUSSION

At the stage of the ascertaining experiment, it was concluded that the system of independent work of students at a university in the form in which it exists does not meet modern requirements for the modernization of higher education. In this regard, the need has been identified to develop an improved system for organizing extracurricular independent self-educational work of students, which significantly increases the results of the educational process at the university and has a positive impact on the formation of a future competent specialist. The difficulties of teachers in organizing extracurricular independent work of students have been identified: lack of psychological preparation, underestimation of the diagnostic procedure, lack of knowledge on its implementation among students, poor knowledge of the methodology for organizing this work, the use of methods that promote interest and increase students' motivation for self-education classes. This is largely related to the problems of the level of independent work of students, showing weak cognitive independence, difficulties in choosing content, forms, stages, methods and means of organizing independent work, insufficient access of students to useful educational publications and materials compiled by the teachers themselves. A comprehensive study of the state of the problem in the practical activities of basic universities also made it possible to establish directions for organizing self-education for students at the following levels:

a) individual-personal (developing your own principle for choosing the goals and objectives of self-education, mastering the most rational methods of activity; developing self-government processes, improving communicative-cultural, communicative-cognitive professional communication in a foreign language);

b) interpersonal (implementation of effective dialogic interaction between teachers and students, between the students themselves, improvement of communicative behavior with classmates in their native and foreign languages);

c) university (creation of a self-educational environment of the university based on the development of special manuals, cycles of extracurricular activities, exchange of experience on the effective organization of independent work of students between departments).

At the same time, an analysis of the content of teaching English to 1st-3rd year students of medical higher specialized institutions revealed:

- some sections of English textbooks do not correspond to modern targets;
- existing textbook texts are adapted;
- foreign language training of students is not related to professional orientation, scenarios and possible practical communication situations;
- there are practically no authentic texts of professional content relevant to modern medical practice;
- techniques for developing independent work skills are not used - [1, p.57].

Consequently, there is a need to improve the communicative and professionally oriented competence of teaching students English.

An anonymous survey conducted among the teaching staff of higher medical and pharmaceutical educational institutions, as well as practitioners, in order to obtain information about their readiness to use a foreign language and their motives, needs and interests in the field of professional English showed the following.

1. The vast majority of specialists participating in the survey define their personal level of foreign language professional competence as low (57%) and average (28.5%).

2. The need and need for a good knowledge of the English language in general and specially professional terminology is recognized and practically improved in such types of cognitive activities as familiarization with specially professional literature - 52%, participation in university,

republican and international offline and online video conferences (19 %), business trips to foreign countries (10%).

3. 42% of respondents rarely turn to sources of professional information in a foreign language, 21% - once or twice a month, 17% - constantly. At the same time, 53% of respondents gain knowledge about modern trends in the development of their profession abroad from Internet materials and foreign sites, 9% get acquainted with publications of foreign journals and materials of international scientific conferences. 5. Specialists (especially university teachers) attach great importance to the role of a foreign language in professional development, achieving a high level of awareness and competence, while recognizing the inadequacy of their training at present. They (30%) express a great desire and readiness to develop their foreign language skills, expressed their proposals for improving the system of training medical students and medical workers to use a foreign language in the profession.

The analysis shows that the process of improving professional English requires:

- diversity of forms, content and methods (technologies) aimed at expanding capabilities and effective techniques;

- in-depth professional mastery of a foreign language by students of medical specialties;

- organization of various forms of English language teaching: optional seminars, foreign language courses at the place of study or on the basis of medical institutions where student practice takes place; attracting foreign specialists for a) teaching specialized medical disciplines; b) to transfer and exchange experience in teaching medical English; creation of mandatory courses to improve English-language professional training for students and teachers of universities with medical specialization.

It is quite obvious that the amount of knowledge in a foreign language, even related to the further activities of students as professionals, is clearly not enough - they can only be considered as a basis for its more extensive study and application in accordance with further professional goals.

A significant drawback is psychologically incorrect motivation: the age characteristics of students and their leading type of activity are not taken into account, as a result of which a motivational-need activity plan is not formed, the communicative and cognitive need for mastering a foreign language and vocabulary as its component is not satisfied.

CONCLUSION

All of the above information can help improve the quality of management of the educational process in teaching a foreign language and, accordingly, the development of foreign language vocabulary in the specialty. A specialist in any industry who can easily navigate national peculiarities, norms of professional etiquette, and terminology will be ready for productive communication, which is the goal when teaching a foreign language.

At the same time, our research showed that there are a number of problems in the teaching of English at medical university departments and its learning by students:

- immaturity of a number of students, lack of awareness and readiness to actively study medical English;

- unsatisfactory initial level of knowledge;

- weak or absent independent work skills; - overload of textbooks and teaching aids with educational information;

- a passive attitude of some students towards non-clinical disciplines and low motivation to study them;

- lack of textbooks that meet the requirements of the program;

- an increase in information flows, causing their use to lag behind the speed of their appearance, which is an obstacle to the development of other components of the educational program in the subject being studied;

- inclusion of new information technologies in the educational process without recommendations on how to work with them and warnings about the possible inconsistency and controversy of some materials, their negative and positive effects on humans;

- lack of understanding of one's personal professional goals and ways to achieve them in the junior years of medical school.

A generalization of the data from the ascertaining experiment showed that students in the experimental and control groups showed approximately the same results in conducting self-educational activities at a fairly low level. The main disadvantages are unclear goals, low motivation, underdeveloped self-organization skills, and insufficient attention on the part of teachers to guiding students' independent work.

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