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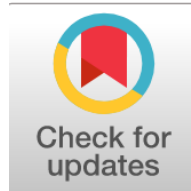
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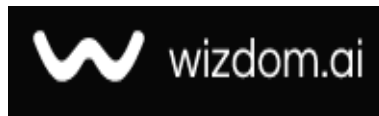
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Formation of Students' Independent Research Skills and Abilities in The Learning Process

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Abstract

The article explores the views of scholars who have conducted research on the issues of vocational training, student development, and career guidance. Proposals and recommendations on the development of students' independent research skills and abilities are developed in the course of training.

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Introduction

From year to year, our country is becoming equal in the world community, and our development path is progressively moving towards the formation and development of a democratic legal state and civil society based on a socially-oriented market economy where human interests, rights and freedoms are of high value. Increasing the incomes and significant growth of living standards as a result of increasing the balance between different sectors and sectors of our economy and ensuring sustainable growth rates contribute to confidence in tomorrow.

The main goal of the changes currently underway in Uzbekistan is to stabilize the national economy, in turn, to create entrepreneurship and entrepreneurship, to provide social, economic and legal guarantees for entrepreneurship development, and to create real conditions for real economic stability.

First President of the Republic of Uzbekistan Karimov said: "... It should be obvious to all of us - no matter how well we create programs for the future of our country, no matter what material base and opportunity we have to realize these plans, we will do everything. There is a powerful factor that can make us think that we are a highly skilled workforce and capable professionals who are able to take responsibility for tomorrow's development and prosperity of our country. ch wrong "[1].

It is fully connected with the system of higher education, which addresses the task of training modern specialists. The quality of the learning process is often determined by the degree to which a student becomes a subject of learning, is active in the learning process, and is eager to learn independently.

The development of the most advanced and promising research and development activities of young scientists, scientists, scientists and scientists, which are in the focus of the scientific community of the developed countries, create new laboratories within the Academy of Sciences and universities. establishing effective partnerships with scientific centers in countries is a requirement of the time.

The message of the President of the Republic of Uzbekistan Shavkat Mirziyoev to the Oliy Majlis also states: "... we have one common goal. In other words, Uzbekistan should be competitive in the world in the field of science, intellectual potential, modern human resources and high technologies. "[2]

This is a common task for the whole vocational education system - to prepare young professionals for professional work at the end of their education when they graduate from the university, to prepare a future professional for their professional activities, to be able to change their mind when needed. It should also be able to re-learn and study according to market requirements, regardless of whether the market needs a change in workforce needs.

Literature review

In recent years, educational institutions have entered the education and training system as a challenge to modern student self-employment. It is worth noting that the problem of independent work has long attracted the attention of a number of scholars. in the research of our scientists. In particular, A.R. Khodzhabaev [3] developed a methodological framework for the creation of a training and methodological framework for training of teachers of labor education, justifying the role and significance of the complex in the training of teachers. Nishonaliev [4] has studied the entire system of training teachers of labor education for historical periods.

Problems of professional training, students' personal development and their professional orientation are reflected in the research of the following scientists. In particular, A.R. Khodzhabaev [3] developed a methodological framework for the creation of a training and methodological framework for training of teachers of labor education, justifying the role and significance of the complex in the training of teachers. Nishonaliev [4] has studied the entire system of training teachers of labor education for historical periods.

R.H. Djuraev [5] and Ya. Haydarov [6], Problems of improving the training of specialists in a market economy, P.Z. Ishanov [7], A.Q. Ishmatov [8], M.I. Mahmutov [9] and A.A. Shoyusupova [10] has problems with the provision of educational and methodological complexes of specialists' training, as well as U.I. Inoyatov [11], P.T. Magzumov [12] and N.A. The Muslims have been doing research to improve occupational and vocational education.

In the course of teaching economic disciplines, insufficient research work has been done to develop students' independent research skills and abilities.

Research Methodology

Problems as a methodology of research and literature review; methods of pedagogical observation, interviews, pedagogical-experimental works, expert evaluation.

Analysis and results

The continuous process of human enrichment with new knowledge has acquired new features, which are now largely due to the increasing role of science in society. It no longer reflects the practical transfer of existing knowledge and skills. The process of enriching people with scientific knowledge and skills to apply them is crucial. This cannot be done without a constantly developing and differentiated educational system. The increasing importance of knowledge and information in the development of society is reflected in the concepts of information society and the formation of information civilization. A focus on acquiring, updating and developing new knowledge, information, knowledge and skills is becoming a fundamental feature not only for industrial workers, but also for entrepreneurs and business leaders. The new type of economic development embedded in the information society will make it necessary for them to constantly upgrade their skills. Education mixes with the economic life of the information society. Educational activities are becoming an important component of economic development.

Formation of modern information infrastructure is determined not only by the task of increasing economic efficiency, but also by the need to use new technologies, modern technical systems, specific knowledge, skills and models of human behavior in business.

Knowledge, increased awareness in social development, the gradual transformation of knowledge into human capital dramatically change the role of education in the modern social life. Of course, there are peculiarities in the social structure of the education system in different countries and groups of countries. However, the emergence of a new information civilization has put education in the center of social life.

The system of continuous education consists of a number of components. The training of personnel at each level must be separately planned and regulated.

The choice of one or another educational technology depends, first and foremost, on the extent to which knowledge, action, and personal qualities are implied.

Conflicts between the society's demand for highly qualified, highly specialized and competitive personnel and the level of their training are recognized as the driving force behind the educational process. This is done by taking into account the regularities of learning content and the formation of students as a driving force in the conflict. Consequently, public demand is a key factor in vocational education. Without them, the process of professional education cannot be and will not be.

Requirements to the level of training of young generation in society serve as a kind of norms and criteria for assessing the results of professional training. The level of demand and training is not always the same, which in turn proves to be a fast learning experience, which has proven over a long history and is constantly evolving. That is why the aforementioned conflict situation serves as a driving force for vocational education. This conflict can be manifested in various ways. The driving force behind the professional education of each person is the conflict between the demands on the one hand and the opportunities and motivations on the other. It is well-known that the process of vocational training without motivations is impossible. Hence, student motivation is an important component of conflict.

Higher education takes place in the process of interaction between teacher-students, active learning activities and the content of education.

Mastering is the combination of previous experience with new and new information. Mastering means that social experience becomes private property. Disposal may be irregular and purposeful. If an adult can capture the attention of children and explain the specific features of a particular object, it will be a process of appropriate learning. Purposeful learning is also accomplished in an independent and specially organized process.

Psychological processes: perception, thinking, memory, and, as a consequence, are also forms of activity. L.S. Vygotsky believes that the individual's work and work is primarily a result of the understanding of weapons and the accumulation of collective experience.

Perception is a prerequisite and necessary condition for any mastering. It occurs primarily in material behavior and then in materialized images, towards objects or symbols.

Levels of perception, imagination and assimilation vary according to the content to be developed to the level of knowledge, skills and qualifications. Pedagogical psychology differs from concepts, skills and ways of thinking. Each of these activities requires specific skills. Acquisition of knowledge: The process of perception, thinking and memory. A necessary component of any assimilation process is memory.

Under different circumstances, relying on previously acquired knowledge strengthens them in memory. Knowledge is fully absorbed if it is regulated, legally linked to other knowledge, and becomes part of systematic knowledge. In this case, the size of the material does not impede the assimilation. The clearer the knowledge, the more the sensory experience is based on the assimilation, the more the role of visualization becomes. The more limited the sensory organs are, the more information is abstract and generalized, and accordingly students are required to perform a high level of generalization and abstracting. But the basis of any generalized activity is based on a clear system of evidence.

"Understanding" is a form of thought that describes the most important features, relationships, relationships of the object (subject, thing, event, process, living thing) being studied. In practice, concepts are represented by word (verbal), text, tables, graphs, and symbols. Such information is based on the exact knowledge, intuition and imagination that are available

to any student. The key to the full development is the level of understanding.

Knowing does not mean being able to do it yet. Mastering the methods of action is a special area - stage of educational activity. The methods used by students are recognized as skills and qualifications in psychology.

Qualification involves the implementation of precise, rapid, and comprehensive methods of action.

Skill is a type of action that consists of a series of operations and involves a gradual application of the acquired knowledge to different situations.

Qualifications are assessed at various levels and always controlled by the mind. How many times do any work methods need to be repeated to become a skill or a skill? In order to qualify, it is necessary to perform some operations first and then under different conditions [14].

To acquire motor skills and skills, it is necessary to carry out such exercises as typewriting on the machine, preparation for pilot tests.

Some skills and abilities require a sensoromotor, such as writing letters, drawing, drawing.

Intelligent behaviors are also recognized as skills and qualifications.

Of course, skills cannot be formed without knowledge and cannot be formed. To do something consciously, you must first know what, how and why. In this way the application of knowledge becomes a new acquisition of knowledge. The use of knowledge as a prerequisite and an essential part of the activity is involved in the application of knowledge. But mastering the experience of thinking is a special field of activity.

Reflection is the reflection of the essential features of the lens, their relationship and relationships in the human mind indirectly and in general.

Thinking is done primarily through analysis and synthesis. Analytical-synthetic activities are performed in all thought processes as comparisons, generalizations, abstractions, types, refinements: Any comparison involves synthesizing, dividing objects that are comparable to each other.

Thinking is divided into visual, figurative and abstract, theoretical types by stages of development. Thinking is an activity that covers the properties and relationships of objects.

The issue of the content of education in pedagogical sources is debatable. There are many approaches to interpreting this concept, and its essence and roots go back to the distant past.

The content of the education focused on acquiring knowledge enables the individual to socialize and defines the student (introduces) communication with science and industry. Also, according to this approach, knowledge is a student's values approach. Pedagogical scholars such as Lerner [15] have revealed the importance of the content of education.

According to the aforementioned scholars, the content of education is not only about knowledge and skills. After all, cognitive and behavioral modes are an important element of learning content. Russian teacher I.Ya. Lerner distinguishes knowledge from the following three functions:

- to give an overview of the realities under study, the scientific understanding of the whole development of society and humanity;
- establishing the basis for action modalities or determining the direction of action;
- to form the basis of emotional attitude towards the studied objects, thereby becoming a means to nurture the world outlook. Social experiences include the relationship of knowledge, ways of action, creative experience or exploratory activities, and emotional values.

Providing continuity in education stems from the need to establish the necessary and appropriate ratio in the subject areas. Also. The concept of continuity implies the requirements for knowledge, behavior, and personal qualities in different stages, forms, methods of education. Continuity is achieved by considering two factors: the content and logic of the subject; regularities of knowledge acquisition process.

The importance of the first factor is important in the learning of the subject, and the constituent elements of the subject matter, such as concepts, evidence, laws, allow for a gradual understanding of the essence of the object being studied slowly. The second factor is the processing of scientific knowledge.

Consequently, consistency is achieved not only in a straight line, but also in the formulation of learning materials in a way that is comfortable for students to master.

The consecutive implementation of continuity provides a description of the educational perspective. This implies that

separate topics are not segregated from each other, but should be taken into account as the basis for the latter and the purpose for the second.

In practice designing of educational content is carried out in two levels:

- at the level of block modular curriculum;
- as a teaching material for a specific purpose.

The profession also determines what profession it is and what kind of profession it is. The content of selected education is analyzed from top to bottom. If the upper strata belong to the economic sphere, the middle floor is for the profession and the lower for the specialization. This approach is recognized as the solution to the problem of the formation of modern vocational education. This is because the content of vocational education in a specific area, not from the point of view of a profession or specialty, is studied from top to bottom as a whole.

General Approaches to Selection of Learning Content: 1) Continuity in education provides the right proportion and necessary connection between the constituents of the subject. Placement of learning material and continuity in the choice of how to master this material are based on the following two factors: This subject matter is important in ensuring the continuity of the subject matter, the content and logic of the subject, and the regularities of the course. and evidence, which is the core of the content of the course, is sequentially located and provides a broader knowledge of the area under study. bee is inextricably linked.

The legitimacy factor in the process of knowledge acquisition does not allow the interpretation of scientific knowledge directly as the content of the subject, which requires didactic processing.

Conclusion/Recommendations

Consequently, consistency is achieved not only in a linear but also in the concentric arrangement of the learning material. Wide and deep connection of concepts provides the continuity of forms of assimilation to the content of the study. Continuity should include not only individual learning subjects but also the interrelationships of different learning subjects.

The basis for this is the objective connection of different aspects of objects in the study of different subjects.

2) The content of the education is designed first through the DTS and then the curriculum and program. Learning content achieves social goals as a result of mastering the main element (constituent component) of the educational process. The description and the amount of social cultural experience that needs to be assessed depends on the specific conditions, space, time, and type and level of educational institution.

The main components of the content of education are: a) experience of effective practical activity, ie successful performance of tasks in labor, economy, politics, social and other spheres.

b) methods and results of understanding of the developmental laws of the experience of the environment; c) experience of social interactions in the achievement of common goals; d) ethical ethical experience; e) spiritual and cultural experience and so on.

The content of the learning is assimilated in the learning process of the subjects studied in specific educational institutions. The content of the training

The structure of the study, the interrelationship, sequence and duration of the various elements, is determined by the study plan. So far, no single approach has been developed to shape teaching content. In practice, the content of training is determined by the degree and complexity of the tasks performed.

For example, the main task of general education is to prepare the person for the comprehensive development of his or her career, career and career choices, and for future professional studies. When choosing the content of a particular profession based on an integrative approach, it is important to consider which industry it is in.

The normative basis for selecting the content of vocational education on the basis of an integrated approach is the classifier and DTS, TTS.

Therefore, the primary basis for selecting the content of higher education is the type of profession. The highlighted learning content is analyzed from top to bottom. The top layer is suitable for the industry and individual types of production or activity. The middle layer corresponds to professions; The bottom line is for specific professions and specialties. In the analysis the content of general education and then the personal content, ie the content of the profession, is chosen.

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