

DISTANCE EDUCATION AND SELF-EDUCATION AND SELF-DEVELOPMENT SKILLS

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Annotation: Speaking of self-discipline skills, we assume that students have already formed these skills by the beginning of the learning process. But in practice, everything turns out differently. Despite the fact that students are rigorously selected in entrance exams and all self-discipline skills must be formed in primary school, students are often not ready for independent activity.

Keywords: Format of teaching, requirements for distance learning, independent student activity (ISA), self-development, continuing education, rules of distance learning, personal development.

Currently, the European education system is demanding a transition from the “teaching” format to the “learning” format. In the traditional education system, the student accumulates knowledge “for life” and the new format implies the acquisition of basic knowledge necessary for “life”, becomes the “learner”. If previously the student was “trained,” now he or she must “learn independently” [1].

Therefore, the problem of training creatively thinking, qualified and responsible professionals is so acute that it is impossible without increasing the role of students' independent activity (TMF) in the learning process. At the same time, the center of gravity of the educational process is gradually shifting from teaching to the independent activities of students, and their independent work is no longer just an important form of the educational process, but its basis, main goal and value [2].

Doctor of Philosophy, Professor V.V. Bayluk (Ural State Pedagogical University) based on the analysis of numerous, sometimes contradictory interpretations of the meaning of independent activity of students, which allows to determine its essence and draw conclusions proposed his formula. "Students' independent activity is aimed at acquiring the knowledge experience of society and producing knowledge about the world and about ourselves, necessary for the formation and use of their subjectivity, and personal and professional self-awareness is necessary for this effectiveness." [3, sixteenth p.].

Based on this definition, the author highlighted important features of TMF that allow to reveal the relationship between distance learning and self-development. V.V. Bayluk notes the following characteristics of independent activity of students:

1) The sign that shapes TMF, or quality, is that the activity is conscious, and the mind has self-awareness as its basis, which in turn helps students to become self-aware and self-aware. z is the result of self-determination. Self-determination of students means their personal positions, meanings, beliefs, internal readiness to act in a given situation, and not vice versa. It is not possible to carry out an unconscious TMF to one degree or another, which involves determining a person's motives, goals, means and conditions for achieving them. Outside of these conditions, students' activities can only be spontaneous, based on certain emotional impulses or involuntary reactions to environmental factors;

2) the immediate purpose of this activity is to form the subjectivity of students, which is an expression of their readiness for personal and professional self-realization;

3) The ultimate goal of TMF, its personal and social meaning is the effective personal and professional self-awareness of students [4, p.16].

Thus, in order for students to acquire knowledge independently, they need to know not only what knowledge they need to acquire, but also how to acquire them, i.e., how to learn and learn and engage with themselves.

As for distance learning, this can be explained in more detail below. First and foremost, the student must have the skills to work with text, as a rule, involves the use of teaching materials presented in text format. Every student studying a text material should have the following skills in working with it:

- Defining the idea of the text;
- planning, ie systematization of the studied material (to see the structure of the text and simplify working with it);
- work with unfamiliar dictionaries and terminology (skills of working with dictionaries);
- formalization, ie the transformation of textual information into a diagram or table (if it is necessary to understand and memorize the material);
- identify controversial issues and contradictions in the text;
- Gather additional materials to find answers to conflicting issues and resolve conflicts;
- Independent conclusions on the topic [5, p.101].

It is also important that the learning materials that students learn are often presented in non-native languages (e.g., English or Russian). Therefore, working with texts in a foreign language requires skills, in particular, the ability to search for and select definitions (strictly defined meanings) of terms. The skills listed are related to self-study based on teaching and research activities.

When it comes to self-discipline skills, we assume that students have already formed these skills by the beginning of the learning process. But in practice, everything turns out differently. Despite the fact that students are rigorously selected in entrance exams and all self-discipline skills should be formed in primary school, students are often not ready for independent activity.

Often, even the basic skills of working with text (analysis, writing text, conclusions, and most importantly - the search for new information) have to be formed by the teacher in the teaching process at the university. In other words, we see that at first there is a lack of learning ability, in which case it is impossible to achieve such a goal as training a specialist.

Self-education is a necessary condition for self-development - the acquisition by a person of the knowledge, skills and abilities necessary for him, in his view, in any way outside the lim institution and means that the student acquires it through independent research without the help of a teacher.

This is the difference between self-education and standard education. A person's attitude towards himself and his life depends on understanding this difference. Without these skills, a person will not be able to adapt to the present and will not be able to constantly improve himself in order to remain an expert in his field.

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