



DESIGN AND RESEARCH METHOD AS AN INNOVATIVE APPROACH AIMED AT THE DEVELOPMENT OF ORGANIZATIONAL ABILITIES OF STUDENTS IN THE PROCESS OF INDEPENDENT WORK

Gulnora Musakhanova

Senior Lecturer Of The Department Of "Innovative Education" Tashkent State University Of Economics, Uzbekistan

ABSTRACT

This article substantiates the thesis about the status of students' independent work in modern higher education as one of the important forms of organizing educational activities. The purpose, structure and content of the design and research model of organizing students' independent work are revealed and substantiated.

KEYWORDS:- Innovative approach, independence, independent work, models of organizing students' independent work.

INTRODUCTION

A modern rapidly changing society requires its members and especially young people to actively disclose and manifest their own potential in various spheres of life and production, the creative use of knowledge, taking into account the specifics of the situation, and finding effective ways to acquire new personality traits. Among the basic qualities of a modern specialist in the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 (2019) are abilities, including organizational ones, which contribute to raising the process of training independently-minded highly qualified personnel with modern knowledge and high spiritually -moral qualities, modernization of higher education, development

of the social sphere and economic sectors on the basis of advanced educational technologies that affect the effectiveness of decisions.

THE MAIN RESULTS AND FINDINGS

The competence-oriented paradigm of the development of higher education is designed to provide training for specialists who differ not only in the necessary level of general cultural, general professional and professional competencies, but also in personal (psychological, cognitive) readiness for constant updating of information, continuous self-education and creative self-development. The means of forming a self-developing and self-educating personality is, first of all, his independent activity in acquiring new knowledge, mastering new skills and abilities,



adopting new values that determine the effectiveness of the social and professional activity of a specialist.

The organizational skills of a specialist, formed in the process of independent activity, ensure the organization of individual and group activities (V.L. Bodnar, M.I. Rozhkov, V.I. A. Skopylatov), allow you to plan short-term and long-term actions, to act effectively in standard and non-standard situations (Yu.L. Vorobiev), to make optimal use of time, material, psychological and human resources. The organizational skills of the employee become in demand regardless of the position held (S. Bell, BC Lazarev, R.J. Spadey, E.V. Yakovlev) and the nature of the main professional activity (A.D. Shepel). Accordingly, the role of the function associated with the organization of effective independent work of students objectively increases in the teacher's activities.

At the same time, the analysis shows that, despite the increased interest today in the organization of students' independent activity, on the strengthening of the role of students' independent work and the corresponding normative increase in the planned volume of hours for this form of training organization, the quality of students' independent work remains unsatisfactory. Among the reasons for the insufficient effectiveness of independent work of students are the following:

- low motivation of students to complete tasks for independent work, as a result of which only a small part is actively involved in it (from 5% to 20%);
- Presentation of tasks for independent work, which predominantly involve reproducing, reproductive, algorithmic nature of students' activities;
- Spontaneous and episodic use of creative assignments for independent work aimed at

developing creativity as a personality trait;

- The unpreparedness of some teachers didactically competently use the information and educational space to solve the problems of organizing independent educational activities of students;
- Problems of monitoring and evaluating the progress and results of independent work, etc. [2,3].

Consequently, we see a clear contradiction between the objectively increased role and place of independent work of students as one of the leading forms of organizing education and, at the same time, a means of forming graduates' readiness for productive professional activity, on the one hand, and insufficient implementation of these opportunities in the practice of higher education due to the lack of teachers of scientifically based recommendations on the design and implementation of modern models of organizing students' independent work.

Based on this, we can argue that for the effective organization of students' independent activity, it is necessary to use innovative approaches, more precisely, various models of organizing students' independent work, since this can help to increase the motivation of students to complete tasks in the process of independent work and the development of their organizational skills.

Therefore, taking this opportunity, we propose to use the design-research model when organizing independent work of students, since this approach helps to increase the cognitive independence of students, educate their motivational-need-related spheres, as well as develop the skills of planning and organizing their own educational activities, etc.

In the practice of higher education, the point of view is quite common that in order to achieve the strategic goal of independent work - turning a student into a true subject of his educational



activity - it is necessary to use active and interactive learning technologies, as well as to increase the proportion of independent work in the structure of the educational process.

Genuine independence of the individual in any activity, including educational, takes place when all activity (from goal-setting to control and assessment) is performed by the individual himself, that is, self-management of educational activity takes place. Self-motivation, self-regulation, self-organization, self-control and self-esteem are the mechanism of transition from "external management" of independent work to self-management. The effectiveness of students' independent work is determined by the formation of these particular components, and not by an increase in the proportion of independent work.

The design and research model of organizing independent work contributes to the formation of students' readiness for self-management by independent work, the development of their organizational skills.

The design and research model of organizing students' independent work allows us to solve urgent problems of education and meets the requirements of the time. The main purpose of this model at the university is as follows:

1) ensuring the preparation of students for life in the professional community:

- To acquaint students with subject and interdisciplinary material with social, scientific and practically significant problems characteristic of vocational training and professional activity, and with ways of solving these problems;
- To include students in active, quite real professional activity, which allows them to comprehend the social and personal significance of this activity and its results, to assess their abilities and capabilities in

performing activities with specific characteristics for a particular area of professional training;

- Stimulate student interest:
- To an independent search and solution of problems;
- To the independent construction of knowledge from different areas and sources that can be used in life, in future professional activities, in continuing education in the chosen direction of professional training;
- To obtain a real result of design and research activities, which has social and personal meaning;
- To creative activity in the design of new objects;
- Creating the necessary conditions for the development of intellectual abilities:
- Think critically and constructively;
- Predict the results and possible consequences of different solutions based on not only analytical, logical, but also intuitive thinking;
- Think on the level of broad generalizations;
- Navigate in the surrounding reality;
- Conduct research and experiment;
- Ensuring the formation and development of key competencies:
- Design;
- Communicative;
- Social;
- Information.

This model assumes that in the process of independent work, the student always receives the final product, which is of theoretical and



practical significance. Tasks for independent work are offered, as a rule, by the teacher, nevertheless, while retaining the possibility of choosing for students from the proposed list, or formulating their own version of the task. Here knowledge, skills and abilities are not an end in themselves, but a means of solving a specific problem. Students independently set a goal, formulate tasks, the completion of which is necessary to achieve the goal, plan and manage their own time allotted for the project, work with sources of information, look for their own creative approaches to completing assignments, etc.

This model is based on the integration of project ideas [5; 6] and problematic [6] approaches to teaching. By a project we mean a completed cycle of productive activity, which is implemented in a certain time sequence in phases, stages and stages [5, p. 107].

Design and research training is a learning model in which the teacher organizes independent educational activities of students, which has the nature of design, which implies the search for a problem, planning and organizing its research and solutions, obtaining a specific, unique, personally and socially significant result (product), its public presentation and public appraisal.

Each project, regardless of the field of activity and the adopted system of work organization, is divided into 3 stages, which together make up the following structure of the project life cycle:

I. Initial stage:

- phases of initiation and development of the idea / concept of the project, definition of its tasks;
- the development and design phase (team formation; concept development; development of the content and plan of the project; choice of methods and means of implementing the assigned tasks, control and verification).

II. Stage of project implementation:

- implementation phase (organization of the work of the group: execution of work; functioning of the control system for the progress of work, solving problems and tasks; coordination of the project);

- phase of evaluation and analysis of results;

III. Stage of completion of the project:

- the phase of implementation and reporting (summarizing and evaluating the results, creating a report, summing up the results, closing the project).

The project model consists of such components as, concept (problem), means of its implementation (problem solving) and results (product) obtained in the process of implementation.

Each project is carried out in three stages - preparatory, executive and final.

Let's consider each stage in more detail.

The first stage, preparatory, begins with the initiation of the project. Initiation is the beginning of the development of a project, the formal recognition of the need for its implementation. It is the process of considering the feasibility of a project.

Further, at this stage, the conceptualization of the project is carried out, that is, (1) the project assignment and its educational and methodological support are developed; (2) there is a process of getting students into a problem situation and their personal assignment of a problem (immersion in the project); (3) organization and planning of work on the project.

The second stage is executive. At this stage, the tasks of the project are implemented, as well as the plans developed in the planning phase are implemented. The executive stage is a central,



fundamental, system-forming stage, which is associated with the productive independent activity of students, the result of which is a project product and a report on design and research activities.

The result of this stage depends on how carefully the concept is worked out and how effectively the methods and means of project work selected in the planning process are implemented, how effectively monitoring and control of the process of achieving the project goal is provided. In the event of a discrepancy, corrective changes are made to steer the project back on track.

The last stage is the final one. At this stage of the design and research approach to organizing students' independent work, a public presentation of the project is carried out, its defense and evaluation, summing up, comprehension and analysis of achievements and mistakes, as well as personal changes, a report on project activities is submitted - the project is closed.

Thus, the essential characteristics of the design and research independent work of students are:

- focus on obtaining a specific result; integrative and research. The project, by definition, involves the use of knowledge and skills from various fields of science, technology, technology. Students are objectively placed in such conditions when they are forced to carry out different types of activity - from value-oriented to control and evaluation.

Implementation of integrative activities contributes to the acquisition of the necessary experience by students;

- archeological - a project is a real problem that has a specific significance (theoretical, practical, etc.) for specific consumers. The presence of real value in the project contributes to the formation of students' appropriate responsible attitude to the process and the result of independent

activity, the desire to achieve the best quality of the product, the development of creative potential, etc.;

- focus on the student who is in the spotlight. The main goal is to promote the development of his creative abilities, research competencies; building independent work in the logic of activity, which has a personal meaning for the student, which increases his motivation in learning; ensuring an individual pace of work on the project for each student, creating additional psycho-emotional mechanisms for supporting research activities, since each student clearly sees the dynamics of his personal development; awareness of the assimilation of basic knowledge, which is ensured through their universal use in different situations [7; 8].

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