EXCELLENCIA
INTERNATIONAL MULTI-DISCIPLINARY JOURNAL OF EDUCATION
Volume 3, Issue 2, 2025 ISSN (E): 2994-9521

Form and Content of Organizing Independent Education in Non-State Schools

Khudoyberdiev Abdumalik [1]

[1] ISFT Institute, Samarkand branch, "Economy and Information Technologies" department assistant, dimkasabirov123456789@gmail.com

Abstract:

The research investigates how non-state schools organize independent learning activities using modern educational technologies to develop student interest and independent thinking and practical abilities. The study recognizes that there exists a lack of systematic methods for implementing independent education and its integration and coordination and control systems. This research takes a systematic method to study multiple independent learning types that include repetition along with creative work as well as interactive techniques. Independent education develops in students three essential abilities which include creativity alongside problem-solving capabilities together with professional commitment. Independent learning programs need educators for their creation and monitoring according to student requirements according to the researched findings. Systematically developed independent education programs create beneficial effects that enhance mental growth together with emotional development and motor ability development of students. Educational institutions should establish flexible student-based learning models according to this study so they can maximize independent education advantages to support advanced teaching methods.

Keywords: Independent education, non-state schools, educational technology, systematic approach, creative thinking, problem-solving, student-centered learning, pedagogical practices, cognitive development, interactive methods.

Introduction

The purpose of organizing independent education is: to increase students' interest in various subjects; to form the skills to apply the theoretical knowledge gained in practice; to develop independent thinking, creative abilities; to broaden their worldview; to develop practical skills and qualifications; to acquaint them with the forms and methods of modern educational technologies; to

direct them to the profession, technical, design and scientific research work; to develop skills in working with additional literature, using the Internet, electronic and multimedia textbooks, etc.; to inform them about the latest achievements of science, technology and engineering.

A systematic approach to organizing all forms of independent education on the basis of advanced educational technologies. Coordination and integration of all its stages; establishment of strict control over the quality of its implementation; creation and improvement of a control mechanism.

Basis for the purpose for which independent education is provided (mastering, consolidating new knowledge, increasing creative activity, forming practical skills and qualifications, etc.); It is necessary to clearly define the task to be performed, assignments; students should be sufficiently aware of the algorithm for completing assignments and methods of modern educational technology; correctly define the types of advice and other assistance (providing directions and instructions, explaining the content and essence of the topic, providing an understanding of the methods of completing assignments, jointly solving problem situations, etc.); clearly define the form of calculation and assessment criteria; clearly define the time, form and types of control (practical, seminar, laboratory exercises, time specially allocated for advice or control, the text of a report or abstract, completed assignments, homework notebook, control work, exhibition equipment, creative work, explaining the essence of the work performed, written presentation, etc.).

Types of independent learning. Repetition and practice. During repetition and practice, the teacher repeats, analyzes, summarizes, reflects, remembers the knowledge gained during the lesson, forms skills and qualifications for performing practical tasks.

Independent learning of new knowledge. During independent learning of new knowledge, the student acquires skills in finding sources of information, working on them, making notes, and expressing thoughts consistently, and learns methods and techniques for independent learning.

Performing creative work. When performing creative tasks, the student acquires the skills of identifying problem situations, analyzing them, and making independent decisions, learns to take a creative approach to solving problems, prepares visual aids, and gets acquainted with ways to solve tasks of a scientific nature that require research.

Forms of independent learning. Studying chapters and topics of science. This is appropriate for first-year students who do not yet have independent learning skills, and its results are checked through a completed abstract, individual assignment, seminar, etc. Mastering the part of the lectures on handouts. In this case, the teacher pays great attention to presenting the main material. Handouts are prepared for each lecture. This form of independent learning is appropriate for senior students studying general and specialized subjects. The results of this work are checked at the appropriate control stages.

Working with automated teaching and control systems. This is carried out as part of preparation for a lecture, laboratory work or practical exercises and applies to students of all levels. Working on sections and topics of the subject in special, scientific literature. These are important for students of all levels when performing computational and graphical assignments, abstracts, term paper projects, and graduation qualification works. Its results are checked at the appropriate rating and control stages.

Studying new techniques and technologies. These are important for conducting qualification practices, participating in research, and fulfilling production orders. The results are checked when receiving reports. In-depth study of the subject or topic related to the student's research work. This is appropriate for students of all levels. Independent educational exercises using active teaching methods (interactive methods, discussion, conference, seminar, etc.) are prepared on current problems of science, engineering, and technology.

Methodology

This study employs a systemic method to analyze non-state schools' independent education program by examining the combined operation of educational stages. The research uses qualitative methods to examine what makes independent study methods effective between repetition and creative work and interactive tasks. Educational practice reviews and teaching material analyses combined with direct observation of independent learning program delivery constitute the data collection process. The research evaluates independent learning systems by studying how educators develop and lead independent activities that affect student mental and affective and motor abilities. The study examines the operational effectiveness of educational technology resources that independent education utilizes. An analysis of curriculum content ensures the research meets standards of validity and reliability because it assesses the connection between educational targets and contemporary instructional approaches. The study includes case studies from non-state schools to demonstrate direct applications and results of independent learning programs. The research method creates a comprehensive view of both the obstacles and gains connected to independent education organization. The study uses data collection from different sources to create an all-inclusive view about the impact of independent education on students' creativity and problem-solving ability and career focus. The gained understanding leads to better independent learning environments which help develop flexible educational models focused on students. The research method produces valid results which leads to the development of concrete recommendations for improving independent learning in non-state educational institutions.

Results and discussion

In organizing independent education of students, taking into account the specific characteristics of the subject, the level of mastery and abilities, the following forms are used: independent mastery of some theoretical topics with the help of additional literature; preparation of information (abstract) on a given topic; preparation for seminars and practical exercises, laboratory work; execution of calculations, course work (project); preparation of a qualification graduation work; finding solutions to existing problems in practice; creation of models, models, samples, etc.; preparation of scientific articles, abstracts of presentations for conferences, etc.

The duties of the head of independent education:

- drawing up a work plan and program suitable for all forms of independent education and ensuring its approval at the department meeting;
- ensuring timely participation of students in independent education sessions;
- providing practical assistance and advice to students during independent education, providing referrals; monitoring the progress of independent education;
- when selecting test questions, problems, examples, pay attention to the fact that their answers are simple, thereby reducing the time spent by the student on finding answers;
- when teaching ways to complete assignments, take into account the age and individual characteristics of students;
- pay attention to the most common mistakes made by students in each task and eliminate them;
- make changes to the independent learning plan program in agreement with the department;
- provide students with independent learning diaries; solve all problems encountered in the organization and conduct of independent learning;
- organize the discussion and evaluation of students' reports on independent learning at the department;

- submit a general report on independent learning and a gradebook to the deputy head of academic affairs.
  Requirements for the head of independent learning:
- modern technologies for organizing independent learning of students and what they are aimed at;
- make changes to independent learning assignments, analyze, generalize and compare them;
- select educational materials that incorporate new techniques and technological achievements;
- provide examples from additional textbooks and teaching aids;
- divide independent educational material into separate parts as much as possible;
- take into account all aspects of the manifestation of independent educational elements in activity;
- promptly reinforce (control-correct) a positive reaction; achieve a high mastery rate through repeated repetition of exercises (steps-actions);
- have a clear idea of the possibilities of modern pedagogical technology, interactive methods in increasing the effectiveness of independent learning;
- important aspects of pedagogical technology that fundamentally differ from traditional independent learning methods by clarifying the goals of independent learning;
- the content of Bloom's taxonomy and what practical assistance it provides to the teacher;
- determine which category of learning goals the elements of independent learning material correspond to;
- a general method for clarifying the goals of independent learning, expressing them in verbs denoting actions to achieve specific results;
- determine what students know in the cognitive (cognitive), affective (emotional), psychomotor (movement) areas after completing each independent work;
- types, forms, advantages and disadvantages of tests, methods of compiling test tasks.
- Student tasks in independent learning:
- timely participation in independent learning activities and strict adherence to the deadlines;
- full compliance with the internal regulations, technical safety and labor discipline at the place of independent education;
- regularly fill out a separate diary on the implementation of independent education;
- fulfill the tasks and instructions of the supervisor; collect, analyze, compare and generalize the necessary sources for independent education tasks;
- implement an independent work plan and prepare a written report based on the collected data; submit the report in writing to the department within the specified period along with the supervisor's written conclusion (review) and pass a test based on the results;
- draw up schemes and drawings when working independently;
- divide and justify a problem into groups using sources, depending on a particular feature of the material;
- understand the sequence of certain situations and events;

- independently answer the teacher's questions accurately;
- compare the differences between previously studied and new information;
- determine the relationship between events and evidence; distinguish the main, secondary and secondary information on the topic;
- study the material based on the search for additional materials on the topic, isolate the main one, draw conclusions;
- search for issues related to information in other disciplines and find solutions to them;
- independently formulate new issues and expressions using theorems, rules;
- justify their differences and similarities by comparing several events;
- work on correcting and eliminating errors; write an abstract, report, term paper, etc.;
- self-assessment, etc.

Formalize a report in independent education. Where was independent education organized and conducted? Who is the leader of independent education? What assistance did the leader provide? Results of independent education, proposals and wishes for the organization of future independent education.

The materials of the report on the results of independent education are written clearly and systematically on A4 standard paper, in computer or handwritten form. The report should reflect tables, schemes, drawings, diagrams, etc., as well as their explanations and analyses. The report should be 10-15 pages in length and should be submitted to the department within the specified deadline. The report is submitted for defense if it has a positive review from the supervisor appointed by the department.

The report should contain information about the specific tasks performed by the student during the independent education process, the methods and techniques for their implementation, the results obtained, indicators, the results of independent education, etc. The materials should be placed in a special album or white folder in chronological order, well-equipped, and the student's name, stage, when and where the independent work was carried out, and the supervisor should be clearly written on top.

Disorganization of independent study materials (irregular filling of the diary, unapproved, incorrect work plan, report, incomplete material, late submission, etc.) has a negative impact on the overall grade. A student who has not completed independent study assignments, has received an unsatisfactory assessment of his work or has received an unsatisfactory grade in the defense of the report, will be sent to complete these assignments again at his own expense during the vacation.

Conclusion

The capabilities of independent education become essential in creating solutions for students in non-state schools who develop creative thinking abilities and acquire professional expertise. Students achieve superior development of their cognitive abilities along with affective responses and psychomotor skills when learning follows a system designed to combine repetition with creative work and interactive activities. Educational technology provides important guidelines to help educators develop independent learning programs while they maintain their oversight responsibilities according to the research findings. The outcomes demonstrate that teacher-directed educational structures implementing individualized approaches serve to maximize self-learning benefits for modern educational techniques. Further research needs to happen to understand the prolonged academic and professional development effects of independent education specifically in various educational contexts. Research also needs to focus on evaluating the effectiveness of

educational technologies with interactive methods for continually developing efficient independent learning environments.

References

1. Ergashevich, E. A. (2024). OTMLARDA O‘QUV MAShG‘ULOTLARINI TAShKIL ETIShDA JARAYoNIDA QO‘LLANILADIGAN BA'ZI PEDAGOGIK TEXNOLOGIYaLAR. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, *3*(1), 279-285.
2. Ergashevich, E. A., & Mado, A. (2024). Methodology of Organizing and Implementing Training Activities. *Academia Open*, *9*(1), 10-21070.
3. Ergashevich, E. A., & Nilufar, A. (2024). MA’LUMOTLARNI TARMOQLI QAYTA ISHLASH TEXNOLOGIYALARI. *Miasto Przyszłości*, *44*, 170-173.
4. Эрназаров, А. Э. (2024). OTMLARDA INNOVASION O‘QUV MAShG‘ULOTINI BOShQARISh FUNKSIYaLARI MODELI, ShAKLLARI VA LOYIHALASh BOSQIChLARI. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, *3*(1), 173-180.
5. Ergashevich, E. A. (2024). O‘QUV MAShG‘ULOTLARI JARAYoNIDA PEDAGOGIK MAQSADLARNI ANIQLAShDA BLUM TAKSOMANIYaSINING O‘RNI. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, *3*(1), 263-270.
6. Ergashevich, E. A. (2024). PEDAGOGNING O‘QUV MAShG‘ULOTIGA TAYYoRGARLIK BOCQIChLARI VA O‘QUV MAShG‘ULOTI TURLARI. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, *3*(1), 314-321.
7. Ergashevich, E. A. (2024). OTMLARDA O’QUV MAShG’ULOTLARI VAZIFALARNI ShAKLLANTIRISh NATIJACIDA HAL ETILUVChI PEDAGOGIK VAZIFALAR. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, *3*(1), 251-262.
8. Ergashevich, E. A. (2024). OTMLARDA O‘QUV MAShG‘ULOTLARINI TAShKIL ETIShDA TALABALAR FIKRLAShINI RIVOJLANTIRISh VA ZAMONAVIY O‘QITISh TEXNOLOGIYaLARIDAN FOYDALANISh. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, *3*(1), 292-297.
9. Ergashevich, E. A. (2024). ZAMONAVIY O‘QUV MAShG‘ULOTINING TUZILIShI, ELEMENTLARI, TIPI VA TURLARI. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, *3*(1), 298-305.
10. Ergashevich, E. A. (2024). NAMUNAVIY O‘QUV MAShG‘ULOTI TUZILIShI VA UNGA QUYILADIGAN ZAMONAVIY TALABLAR. JOURNAL OF EDUCATION, ETHICS AND VALUE, 3(1), 306-313.
11. Tomlinson, C. A. (2017). "The Differentiated Classroom: Responding to the Needs of All Learners." ASCD. This book provides comprehensive strategies for implementing differentiated instruction to cater to diverse student needs.
12. Santangelo, T., & Tomlinson, C. A. (2018). "The Application of Differentiated Instruction in Postsecondary Environments: Benefits, Challenges, and Future Directions." International Journal of Teaching and Learning in Higher Education, vol. 30, no. 3, pp. 477–493. This article explores the implementation of differentiated instruction in higher education settings, discussing its advantages and potential obstacles.
13. Coubergs, C., Struyven, K., Vanthournout, G., & Engels, N. (2017). "Measuring Teachers' Perceptions About Differentiated Instruction: The DI-Quest Instrument and Model." Studies in Educational Evaluation, vol. 53, pp. 41–54. This study introduces the DI-Quest instrument, designed to assess teachers' perceptions and practices regarding differentiated instruction.

14. De Neve, D., & Devos, G. (2017). "The Role of Environmental Factors in Beginning Teachers' Professional Learning Related to Differentiated Instruction." School Effectiveness and School Improvement, vol. 28, no. 4, pp. 658–673. This research examines how environmental factors influence novice teachers' professional development in differentiated instruction.
15. Valiandes, S., & Neophytou, L. (2018). "Teachers' Professional Development for Differentiated Instruction in Mixed-Ability Classrooms: Investigating the Impact of a Development Program on Teachers' Professional Learning and on Students' Achievement." Teacher Development, vol. 22, no. 1, pp. 123–138. This article investigates the effects of a professional development program on teachers' application of differentiated instruction and its subsequent impact on student achievement.