

THE EFFECTIVE WAYS OF INDEPENDENT WORK IN AN ACADEMIC PERIOD

Jumanazarova Zaynabjon

a student of Urgench state pedagogical institute.

Philology and art faculty, Foreign language and literature field

Abstract: *Understanding how to learn independently is a critical skill as a university student because they have to be some skills that makes you to enable outside of university as you have got only basic information related to new lesson that you have searched.*

Key words: *independent work.*

Defining article: As a most effective ways of self-directed learning method university. The article will be mentioned six significant one.

1. What is independent learning? A definition.
2. Why is it important for university students?
3. How might independent learning be different for learners?
4. What is the effectiveness of independent learning.
5. Some advices from students.

Independent learning is learning done in your own time to expand your knowledge upon certain subjects and topics that you may have covered in lectures, seminars, or tutorial. As an independent learner we have to implement strategies that can help to learn independently. We all want to be self-directed learner but moving them towards independence is not an easy task we should never assume ourselves know how to be independent as an educator we have to facilitate many opportunities.

Personalised learning is now broadly endorsed as a key strategy to improve student curricular engagement and academic attainment, but there is also strong critique of this construct. We review claims made for this approach, as well as concerns about its conceptual coherence and effects on different learner cohorts. Drawing on literature around differentiation of the curriculum, self-regulated learning, and 'relational agency' we propose a framework for conceptualizing and enacting this construc.[1]

Most of the students who are willing to gain new information study after the lectures because teachers give basic things related to lesson and let students to work independently. So they have to find some more resources so we may ask for help or go to the library in order to learn it is also called learning independently. Also, there are some reasons that shows why is it crucial for us:

- it can teach us to share materials
- we may learn how to make choices at a carrier
- it also improves our academic performance
- we can be owner of greater self-awareness
- it also increases confidence

In order to source new material, we sometimes couldn't find reliable one so we ask from our partner or teachers. That can be an example of sharing materials through working on independent work. Also, it does not waste our time and helps us to be in communication. Next, we sometimes stock in choosing suitable options for our task so we elaborate them and find true one. It can help us to make choices on time. While making an independent work we have to learn how to perform our presentation because after the semester mostly teachers ask us to show what have we done. In this case we have to perform that so making independent work can make us to be good communicator. Also, we would be ready for all exceptions while performing because we may face with problems like health, weather conditions, PPT model, or electricity. After performing good work, you can build strong confidence because you satisfied from yourself.

In a masterly commentary on the possibilities of education, Bruner reveals how education can usher children into their culture, though it often fails to do so. Bruner looks past the issue of achieving individual competence to the question of how education equips individuals to participate in the culture on which life and livelihood depend.[2]

As we aware that people's characters are so different from each other so there are students who are divided into two types who are extrovert learners and introvert learners. Two of them act in a different way while searching for resources. For example, introvert one chooses reading books from library, finding answers by researching while extroverts ask from their teacher or use mobile phone to get the answers.

Independent learning is one of the cornerstones of UK higher education yet it is poorly understood by students and is seen by politicians as a poor substitute for face to face teaching. This paper explores students' understandings, approaches and experiences of independent learning and how they may become more effective independent learners.[3]

It shows that independent learning does not work in the same way with every country and every student.

Some advices from university students for preparing effective independent work.

Ollanazarova Shahnova 1st grade student: Every student has to prepare their independent work at the end of the semester at university. And for each semester there are given topics for us from every subject. We mostly do them as a printed version and work on them so hard with using PowerPoint or Microsoft Word Office but some students just copy it from Google and print it. Some teachers don't pay attention and elaborate them so students also lose their motivation of working on themselves. I think if teachers check student's independent work with paying attention to plagiarism, it would be more efficient for students.

Aminov Diyorbek 1st grade student: In my university, there are independent work and group work for students in each semester. We mostly choose independent work as a preferable task than group work because it is flexible. It can give us freedom to work when or how we do our project. Also, we can focus on our task more efficiently by reducing distractions from outside world. Then, It increases effectiveness of our project because group work can be cause delays but independent work can make the task at hand be done more quickly. Presently, we are doing our independent work as a presentation file and

perform it while lesson and we spend more time for this. I think, it would be better if we perform our task online because it is not much time consuming.

Whilst guided independent learning settings were found to improve students' knowledge and ability to apply that knowledge in novel situations, unguided independent learning had no statistically significant effect. Unguided independent learning was also linked to a statistically significant increase in the number of student misconceptions in one of the diagnostic questions.[4]

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