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Modern Pedagogical Approaches to Developing Independent Learning Skills in Students

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Abstract: The article analyzes the current state of developing professional competencies in higher education students in the context of implementing innovative approaches and advanced educational technologies. The main focus is on the importance of cultivating professional skills and abilities that meet labor market demands. Additionally, the article examines effective methods and conditions that facilitate the development of a competency-based approach in the educational process, and emphasizes the role of interactive teaching methods in enhancing students' level of professional preparedness.

Keywords: Professional competence, educational programs, competency-based approach, innovative technologies, interactive learning, skills development, education quality.

Introduction: The pedagogical process connects two types of relationships: subject-object relationships are the student's relationship to the subject being studied, and the relationship between the teacher and the student is a subjective relationship. Subject -object relationships are relationships to objects that constitute the subject content of the activity. The mastery of the content and operational aspects of the activity is associated with the formation of this type of relationship. Subject-subject relationships are the activities of a person in relation to the persons performing the activity. The mastery of the subject content of the activity is associated with the formation of this type of relationship.

The joint activity of the teacher and students in the

educational process is manifested in two qualities, since the teacher's activity is an activity for the other, and the student's activity is an activity carried out with the help of the teacher. The teacher reveals the problems and tasks, plans the activity, the students rely on the teacher's help at the beginning of the work, and then independently organize their own activities aimed at self-development and self-improvement.

Students independently complete a long-term, differentiated task sequence with gradual complexity from flexibility to development and creativity in the process of learning an academic discipline.

The use of adaptive tasks in the training of students allows preparing students for modern professional, socio-economic and cultural realities. The tasks of the developing direction are characterized by the fact that they contribute to the broad development of human abilities and creative potential. When using tasks in the creative direction, students not only develop their qualities and abilities, but also use them purposefully to change and build themselves, their education, career and life.

As a result of the use of long-term differential tasks in students' independent work, there is a gradual development of professional competencies, which can be expressed as a set of cognitive levels.

The next level of development of professional competencies is understanding the connection of parts of knowledge with its structure and integrity, understanding cause-and-effect relationships, identifying and correcting errors. Then students develop the ability to reassemble separate parts of knowledge and create a new whole. The same applies to acquiring the necessary skills.

Monitoring is necessary in the educational process, since the latter cannot be effective without the interaction between the subject and the object, feedback is a condition for the successful functioning of the system, without which the system begins to develop spontaneously and without control. Feedback is often understood as obtaining information about the progress of the educational process, although in a broader sense this information can be used to control the process. The information received must have a number of qualities, for example, objectivity, expressed in the real situation of the work; accuracy, in the fact that measurement errors do not distort the actual indicators; completeness; sufficiency, consisting of such a volume of information as is necessary for decision-making; systematization.

The effective implementation of the monitoring process depends on a number of conditions.

1. Setting standards. Establish criteria by which standards can be assessed.
2. Data collection and evaluation: collecting data, evaluating results.
3. Actions: taking appropriate measures, evaluating the results of measures taken in accordance with the standards.

EF Zeer offers monitoring at the professional school level, which includes three types of diagnostics: initial, express diagnostics, and completion.

Properly organized and systematic monitoring helps to activate students' independent work. The learning process becomes manageable. To develop independence, at the initial stage of work, the teacher must familiarize students with the features of independent work on the subject, emphasizing self-control and self-education. The main role in monitoring is played by the teacher's systematic control, which allows assessing the depth and scope of the knowledge gained. It helps to determine whether students can apply the knowledge they have gained in practice. Control and assessment have a significant impact on the activity and behavior of students, as well as the development of competencies.

Thus, a person-centered approach to education, taking into account the individual characteristics of students, helps to develop students' professional competencies. At the same time, we believe that it is necessary to ensure the subjective position of students in the educational process and build a system of relations between teachers and students based on openness, trust, and dialogue.

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