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Innovative Approaches To The Process Of Students' Self-Education

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Abstract
This article addresses the process of self-education in the higher education system and its improvement through innovative approaches. Self-education is considered an essential factor not only for the development of students' professional competencies but also for shaping their personal and social qualities. The study analyzes the effectiveness of pedagogical technologies aimed at developing independent thinking, critical analysis, and creative approaches, including problem-based learning, contextual learning, and distance education technologies. The article highlights the increasing need for independent knowledge acquisition among students in modern education and the necessity of further improving the self-education system.
Key words: self-education, innovative education, independent thinking, professional competence, pedagogical technologies, higher education, contextual learning, distance education.

Introduction

Currently, the demand for personal development and independent learning in the education system is increasing. Self-education is an important component of the modern education system and plays a decisive role in the scientific, professional and social formation of students. The formation of independent learning skills directly affects not only academic results, but also the future success of the individual. Therefore, the introduction of innovative pedagogical approaches in the education system and the orientation of students to self-development is one of the urgent issues.

Today, special attention is paid to the issue of self-education in the educational process, and the importance of this system in training future specialists and developing innovative competence in them is increasing. A deeper understanding of the scientific foundations of self-education and the development of advanced methodologies are becoming one of the important aspects of the education system, not only improving the learning process, but also preparing the younger generation for social life. This process includes not only scientific approaches, but also the personal development of students, the formation of their moral, aesthetic and social qualities. Through the system of self-education, students achieve not only the development of professional competencies, but also the strengthening of their spiritual and moral state. Within the framework of this process, students, first of all, set themselves the goal of mastering approaches to knowledge, new methods, technologies and innovative ideas.

Literature analysis. A lot of scientific research has been conducted on the issues of self-education in the education system, and a number of methodological works have highlighted the theoretical foundations and practical significance of this process. The role of self-education and development in the upbringing of a complete person, as well as its contribution to scientific achievements, is widely covered in the works of great thinkers - Abu Nasr Farobi, Abu Rayhan Beruni, Abu Ali ibn Sino, Mahmud Kashgari and Abdullo Avloni [1].
The importance of self-education in improving professional competencies has been studied by such scientists as A. Muslimov [2], Sh. Abduallayeva [3], R.U. Davletov [4]. At the same time, the content,

essence and structure of the concept of self-education have been analyzed in detail in the studies of Russian scientists I.G. Savina [5], A.V. Reznichenko [6], V.V. Bayluk [7]. In his research, V.V. Bayluk offers new approaches to identifying new content and mechanisms for organizing the independent learning process. The author emphasizes the integrative nature of this process and notes that the basis of independent learning is the personal activity of students. He develops the concept of independent activity and considers self-awareness as a central element of this process. This approach offers new theoretical and practical solutions for organizing the independent learning process of students, giving a new direction to the development of pedagogical science.

Discussion and results. The higher education system requires independent thinking and innovative approaches. This is the basis for the development of a self-education system. In modern education, the teacher's task is not limited to delivering information, but also to developing students' independent thinking, supporting their creative approaches and creating opportunities for self-development. To effectively implement this process, various methodological approaches and tools are needed that provide students with opportunities for self-analysis, critical thinking and personal development. Self-education is not limited only to the development of scientific skills, but also serves to increase attention to social responsibility, ethics and spirituality. Through this process, students not only gain knowledge, but also form such high qualities as the ability to behave correctly in social relations, make fair and responsible decisions.

In the process of reforming the higher education system, self-education should be considered as one of the important factors. It is advisable to introduce approaches aimed at self-development through the effective organization of the educational

process and the use of methods aimed at developing independent thinking in students. This will encourage each student to further expand their capabilities, acquire new knowledge and competencies. The development of general secondary, secondary specialized and vocational education in the state educational standards is also aimed at improving the system of self-education. This approach plays an important role in providing students not only with professional knowledge, but also in preparing them for life, forming them as socially active and responsible individuals. Therefore, the education system requires the creation of a comprehensive methodological system that serves the professional and personal development of students.

The process of self-education at all stages, including higher education, should serve not only to improve the professional qualifications of students, but also to educate them as useful to society, socially responsible citizens. It is possible to increase the effectiveness of the educational process through scientific coverage of self-education, its methodological foundations and its integration with modern pedagogical approaches [4].

The process of self-education is determined by the level of knowledge and skills of a person, as well as by the entire characteristics of this process. According to this approach, the student's self-education is not limited only to the development of cognitive skills, but also directly depends on his personal and social development. The student forms his intellectual and spiritual skills and, relying on them, carries out self-improvement. The level of development of this process is closely related to the formation of the student as a subject of knowledge, and each stage determines the content and effectiveness of self-education activities.

1. Initial stage. At the initial stage of self-education, students mainly strive to master knowledge and practical skills. At this stage,

they become active participants in the educational process, but it takes time and experience to adapt to real-life social conditions. The main goal of this stage is to consolidate knowledge and skills and increase the effectiveness of their application in practice.

2. Development stage. At the next stage, the student rises to a higher level in the process of self-education. He not only understands the depth of the knowledge he is learning, but also acquires the ability to apply it in various fields. At this stage, the student develops the ability to set independent goals, think critically, and self-evaluate. He also further improves his scientific and practical knowledge, strengthening his psychological and social skills. At this stage, the student relies on his own experience and, at the same time, is ready to critically evaluate his own development direction, search for new approaches, and continue his individual development.

3. Perfection stage. At this stage, self-education becomes not only part of the educational process, but also an important factor shaping the student's entire personality and interactions with society. At this stage, the student not only develops his scientific and practical knowledge, but also improves socially and spiritually. He increases the level of self-awareness and feels his place in society more deeply. Therefore, this stage strengthens the student's sense of responsibility and helps to more clearly define his duties to society. A person who has reached this stage has the opportunity to manage his own development process, and also strives to constantly self-analyze, reshape and develop new skills.

Thus, each stage of the self-education process is inextricably linked with the level of formation of the student as a subject of knowledge. These stages serve to improve the student's self-development and management skills through the growth of his intellectual, psychological and social

potential. To achieve high levels of self-education, students need to consolidate their previous knowledge and skills, expand them in practice, and continue to master new information. As a result of this process, the student not only prepares for professional activity, but also achieves high results in his personal, social, and spiritual development.

Self-education technologies include problem-based and distance learning, algorithmic and heuristic approaches, contextual and modular learning, and tutoring methods. Since the main burden in the process of independent mastery of knowledge falls on the student himself, it is necessary to master these technologies perfectly in order to effectively use them. Only the complex use and harmonious combination of these methods will serve to increase the effectiveness of the self-education process.

These approaches are aimed at activating educational and cognitive activity, strengthening the relationship between students and the object of study, forming independent thinking, and placing students at the center of the educational process. Problem-based learning technology is organized based on a specific sequence of procedures:

1. Setting the task of problem-based learning by the teacher.
2. Creating a problem situation.
3. Understanding, accepting and solving the problem.
4. Studying generalized approaches in the process of mastering new knowledge.
5. Applying these approaches in solving specific problem systems.

All these stages in the process of self-education are carried out by students. The teacher's task is to give them direction, direct them to independent knowledge acquisition, problem solving.

The algorithmic approach allows for the assimilation of knowledge in the educational process based on a logical sequence. An educational algorithm is a form that describes the structure of

cognitive activity, the implementation of which determines the order of operations that lead to the solution of educational problems. In self-education, the algorithm acts as a control system, and its perfection determines the quality of the student's self-management process.

Thus, for the effective use of self-education technologies, it is necessary to deeply understand their content and use them rationally in practice. By understanding the specific features of each method and combining them, students can further develop their knowledge and skills.

Interdisciplinary integration in the process of self-education is a process of independent search by students of various disciplines and their internal relationships, generalization and systematization of knowledge. This approach serves to deepen students' knowledge and form their theoretical and practical skills.

Distance and modular educational technologies ensure the continuity of the self-education process and create the possibility of organizing it in different conditions and in different space-time intervals. Distance-module technologies serve to modify the following aspects in the process of self-education:

- development of educational modules with different purposes,
- formation of educational modules in accordance with the content of scientific knowledge,
- development of recommendations for the effective organization of self-education activities at the main stages of mastering educational modules.

Distance education is a form of education based on purposeful, media-based or partially media-based interaction between a teacher and a student, carried out independently of location and time. This form of education is implemented through pedagogically organized information technologies, in particular, telecommunications.

Conclusion. The role of education and upbringing in the development of society is incomparable, and its development and improvement through innovative approaches is a requirement of the time. The process of self-education serves to form students' independent thinking skills, improve their social and professional skills, and develop the ability to solve life problems. By effectively organizing self-education in the educational process, it is possible to support the professional and personal development of the younger generation. Therefore, the introduction of innovative technologies such as problem-based learning, distance learning, and contextual learning in the pedagogical process remains an urgent issue. The wider implementation of approaches aimed at self-education in the education system will serve to form the future generation as socially responsible, fair, and knowledgeable individuals.

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