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ISSUES OF ORGANIZING INDEPENDENT WORK OF STUDENTS IN THE PROCESS OF TEACHING THE SUBJECT HISTORY OF AZERBAIJAN

Abstract. The article notes that from observations in higher education institutions it becomes clear that the ability of students to work independently begins with secondary school age. One of the important tasks facing modern education is the upbringing of a perfect, comprehensively developed personality. The most important characteristic that characterizes a person is associated with his independent work and independent opinion. Advanced teachers of higher education teach students to work independently, providing general direction to students in organizing lectures and seminars, preparing independent coursework and dissertations, and teaching them to independently approach each historical issue, historical events and processes. The relevance of the problem considered in the article is determined by the following aspects:

1. It is necessary to create an effective pedagogical and psychological environment to provide students with information about the history of the Motherland through independent study.
2. The importance of understanding the acquired knowledge about the history of the Motherland and increasing interest in the subject, developing students' logical, critical and creative thinking.
3. The high demand for the problem under study and the need to fill the gap in this field, etc.

Continuing education means that a person is constantly engaged in self-education, improves his knowledge and skills, and works on himself in connection with the changes taking place in society and the world. This requires examination of students' independent work. The worldview, knowledge, skills, pedagogical skills of a high school teacher, special care and love for students create a positive atmosphere in the classroom. Lectures and seminars should be conducted at a high scientific-methodical

level based on the knowledge gained as a result of independent work. Lectures and seminars of an experienced university teacher should enlighten the minds and hearts of students and attract them to research. When classifying the independent work of students, the didactic, psychological and philosophical foundations of the problem, age and individual characteristics of students, the logical structure of topics, etc. are taken into account when teaching the history of the Motherland in higher education.

Keywords: independent work; students; history of Azerbaijan; creative work; extracurricular activities; teaching.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. All universities in the republic teach periods of the history of Azerbaijan from ancient times to the present day. Each period has its own characteristics. It is clear from the study that the gradual use of independent work in teaching the history of the Motherland has a special didactic significance. At the same time, the selection and application of independent work on the logical structure of each topic creates motivation for mastery.

Referring to the ordinary laws of logic, a modern university student will not be able to acquire knowledge and learning skills if he does not take advantage of self-study tools. Institutes and universities also give students the key to mastering the sciences, preparing them as highly qualified personnel. From the analysis of methodological literature it is clear that the knowledge and skills acquired and studied by the student independently help him throughout his life. Activity determines independence, and independence ensures activity. The highest level of independence is creativity. Independence – creativity means that every university student acts according to his own mind, creative imagination, searches, defines, discovers this or that idea, thought, scientific knowledge.

As a result of the study, we identified three forms of using independent work according to their didactic features:

- Independent work, useful to us in the learning process. These include independent work used in lectures, seminars, laboratory classes and other educational activities.
- Independent work, which we use during extracurricular activities. They include: discussion of historical and artistic works, reading conferences, meetings with heroes of war and labor. Tasks that enhance the educational

significance of these events include essays and other independent creative activities.

- Independent work used in the process of extra-university activities. This includes independent work aimed at increasing the educational value of organized excursions to museums and visits to historical monuments.

It is the work of a teacher that shapes a human personality and polishes it.

From the study of methodological literature, it can be seen that the knowledge and skills learned and mastered independently by the student help them throughout their life. Activity determines independence, and independence ensures activity. The highest stage of independence is creativity. Independence – creativity means that every university student works according to his own mind, creative fantasy, searches for, defines, discovers one or another idea, idea, scientific knowledge. Since the problem has not lost its relevance for a long time, it has been the object of pedagogical research from time to time. In Azerbaijan M. Amirov [4], L. Mammadli [5], L. Asadova [10], B. Aleskerov [8] et al., have addressed this problem in different aspects.

I. Malkin comments on the didactic and educational importance of independent work, as well as its motivation for conscious mastering in the learning process, in his article "Effective organization of students' independent work". Showing the importance of independent work in acquiring new knowledge, strengthening and repeating learned knowledge, he classified independent work according to the level of creativity and independence as follows: "reproductive independent work; independent work that provokes cognitive search; independent work that prompts creativity; independent works serving cognitive-practical activity" [1].

P. Pidkasisty gives a detailed explanation about the role of independent works in the learning activity, in the assimilation and strengthening of knowledge, in the resource "Students' independent creativity". The tool is a step forward in the field of theoretical foundations of improving students' cognitive activity. Although the document dates back to 1975, the ideas, provisions and proposals for independent work in it have not lost their importance even today [2]. The well-known didactic P. Pidkasisty, in his research, divides independent works into four types and writes: "Independent works by sample; reconstructive independent works; independent works that serve to promote scientific concepts; creative independent works" [2].

E. Golant's "Development of students' independence and creative activity in the educational process" is particularly relevant when considering our problem. Commenting on the essence of independent work of students in the material, the author advises students to study the development of independence

of young people in action (dynamics). This is undoubtedly related to the dynamism of acquired knowledge, i.e., the importance of knowledge in the learning process in constant use, application, and development. E. Golant shows three directions of independence of students: 1) organizational-technical independence; 2) independence in students' practical activities; 3) independence in the process of cognitive activity [3].

In the latter type of activity here, E. Golant considered the activities of the student in his written and oral performances and his activities related to his physical labor. E. Golant gives special importance to the internal aspect of independent work and shows that it is expressed in independent opinion, independent judgment and drawing general conclusions. Thus, it would be a mistake to always think of a student doing multiple homework assignments as independent work. Because in such an activity, the student example simply "repeats" the work of completing the tasks given in the classroom. However, homework is not a repetition of the work done in the classroom, but it can be considered an independent work if it includes works that combine new aspects and require additional mental operations [3]. The problem of organizing the independent work of students has been chosen as a research object in Azerbaijan. In this regard, in 1985 M. Amirov defended his dissertation on the topic "Effective organization of students' independent work in the process of imparting real knowledge" in the Ph.D. program. The author gave the definition of independent work in the following content: "Independent work is the process of students and pupils independently acquiring knowledge and skills without the teacher's intervention" [4].

L. Mammadli's research on "Ways of developing students' cognitive activity" is very close to the problem we are studying. The didactic possibilities of Azerbaijani history, pedagogy and psychology in increasing the cognitive activity of students were investigated in the work. In the dissertation, the model of formation of cognitive activity in students is defined. The author sees in students thinking, searching and creatively mastering knowledge to form cognitive activity. L. Mammadli commented on the scientific research conducted on the development of cognitive activity in students. One of the issues highlighted in the research is the identification of the management of students' cognitive activity as a didactic-methodical problem. The author, who highly values cognitive activity, writes: "As a result of the research, it was concluded that cognitive activity is, first of all, the main characteristic of the personality, and it prepares students to enter the ever-changing new world" [5].

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *purpose* of the research is to determine the methodological conditions to ensure the efficiency of students' independent work in teaching the history of Azerbaijan in higher schools, to theoretically base the work system on the problem and to verify it through experiments, to create a system of this work by determining the didactic, philosophical, and psychological foundations of students' independent work.

Based on the purpose, object and subject of the research, the following *tasks* are defined:

1. To bring to the center of attention the essence, function, purpose and tasks, classification, methodical and psychological, didactic and philosophical bases of the organization of independent works in the teaching of the history of the Motherland.

2. Investigate the level of investigation of the problem.

3. To bring out the possibilities and effective ways of implementation of the work on the development of students' independent work in the teaching of the history of the Motherland.

4. To consider the independent work of students as a condition of self-education of the personality and interest in training.

5. Investigate the issues of effective organization of students' independent work in lectures, seminars and events outside the auditorium.

6. To determine the level of efficiency of students' independent work in teaching the history of the country through a pedagogical experiment.

Scientific novelty of the research. A work system was created for the effective organization of students' independent work in the teaching of Azerbaijani history in higher schools. This system includes: the essence, tasks, content, theoretical and practical bases of students' independent work are defined. The theoretical issues of students' independent work – pedagogical, psychological, philosophical foundations were studied, the dynamics, characteristics and evaluation criteria of their independent work were clarified.

If we refer to the usual laws of logic, a modern university student cannot acquire knowledge and learning skills if he does not benefit from the means of independent study. Institutes and universities also give students the key to mastering sciences, preparing them as highly qualified personnel.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

Advanced higher school teachers accustom students to work independently by giving general direction to students in organizing lectures and seminars, preparing free work, course work and graduation work, and teach

them to be able to approach each issue in history, historical events and processes independently.

One of the indicators of the urgency of the problem is related to the transition of higher schools to the credit system. From this point of view, the essence of independent work, the role, place, and characteristics of students' independent work in the teaching of the history of the Motherland should be studied, and it is necessary to process it with the expectation of systematicity and consistency in the organization of independent work. In the problems studied in the history of the homeland, there is uncertainty and detail in the field of organizing students' independent work. The organization of work in the field of students' ability to work independently does not meet the requirements of students of higher schools.

There are shortcomings in the following issues related to the effective organization of students' independent work in the teaching of Azerbaijani history:

1. Defective activities of Azerbaijani history teachers in the pedagogical process related to the problem;
2. Students' inability to sufficiently use independent works in lectures, seminars and events outside the auditorium on the history of Azerbaijan;
3. In the organization of students' independent work, improper determination of purposefulness, professional orientation and time, etc.

Taking into account the defects, facts, and arguments listed above, the problem of training students with the ability to independently solve the tasks given in the auditorium and outside the auditorium in the history of Azerbaijan arises. All this made it possible to define our dissertation topic as "The system of work on the organization of students' independent work in teaching the history of Azerbaijan in higher education institutions".

The relevance of the problem considered in the article is determined by the following aspects:

1. It is necessary to create an effective pedagogical and psychological environment in order to provide students with their knowledge of the history of the Motherland through independent work.
2. Understanding the knowledge gained on the history of the homeland and increasing interest in the subject, the importance of developing students' logical, critical and creative thinking.
3. There is a high level of need for the researched problem and there is a need to fill the gap in this field, etc.

Continuous education means that a person constantly engages in self-education, increases his knowledge and skills, and constantly works on himself

in relation to the changes occurring in society and the world. This makes it necessary to study the independent works of students.

In the process of research – based on the results obtained when studying the level of development of the problem and the state of application of independent work in universities, we determined the classification of independent work of students when teaching the history of the Motherland at the University as follows:

- Independent work used to acquire new knowledge in lectures and seminars.
- Independent work based on the application of knowledge acquired in lectures and seminars.
- Independent work that serves to consolidate knowledge, skills and abilities in lectures and seminars.
- In teaching the history of the Motherland (at lectures and seminars) – reproductive independent work that stimulates cognitive search, independent work that serves cognitive and practical activities.
- Independent work used to master historical concepts.
- Independent work, organized in seminar classes with maps and textbooks, teaching aids, review literature, samples of literature and art.
- Listening to and taking notes on lectures on the history of the Motherland.
- Independent work, organized using educational literature, historical documents and sources.
- Independent work, organized on current literature in the process of preparing seminars on the history of the Motherland.
- Independent work carried out in the process of performing laboratory and practical tasks on the history of Azerbaijan.
- Independent work used in the preparation of essays, coursework, graduation and diploma works on the history of the Motherland.
- Independent work that serves to prepare students for history olympiads, scientific and practical conferences, speeches and reports in student scientific societies.
- Independent work on the history of the Motherland, organized using extracurricular activities. Independent work of students in the process of organizing archival, archaeological materials, educational excursions, excursions to local history and historical museums.
- Independent work of students in seminar classes on the history of the Motherland – using role-playing games, modeling, business games, dramatizations.

- Independent work, organized in the process of preparing students for speeches and preparing essays on the topic being studied at seminar classes on the history of Azerbaijan.

- Application of a problem situation in research seminars, research of a specific historical event, organization of independent work of students using a Venn diagram.

- Independent work on setting and completing tasks based on analysis and synthesis in seminar classes, aimed at developing logical thinking among students.

- Organization of independent work aimed at developing the flexibility and originality of creative thinking of students.

We classified methods that guide and encourage students to work independently when teaching the history of the Motherland as follows:

- recommendations from the teacher at the beginning of work on organizing students' independent work;

- corrective recommendations when performing work;

- guiding recommendations during the work;

- recommendations that help improve the efficiency of independent work and the development of students' cognitive abilities;

- conducting introductory, final and guiding interviews at lectures and seminars;

- preparing students to write reviews of presentations, magazine and newspaper articles, research papers, books and monographs.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The following methods were used in the work:

- Verbal method – conversations, lectures, discussions and other forms of oral communication between teacher and students.

- Printed-verbal method – study of a written source and its oral discussion, for example, reading a paragraph of a textbook, a historical document, followed by analysis and discussion.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

To achieve effective organization of independent work of students when teaching the history of Azerbaijan in the educational process, it is necessary to strictly comply with the requirements of didactics. To do this, history students must be involved in mental operations, and the development of their imagination must be the focus of the teacher's attention. All these are requirements of didactics. To do this, we have identified the following criteria as

the didactic basis for the independent work of history students as a pedagogical basis:

1) each of the independent works provided to students of I–IV courses must correspond to this course;

2) ensuring proper assimilation of program material through independent work;

3) completeness of historical knowledge and educational activities;

4) taking into account the level of independence of each student involved in independent work;

5) taking into account the communicative competence of students;

6) when organizing independent work, regardless of various forms of work, the individual characteristics and level of understanding of each student must be taken into account;

7) independent work should be provided to students in stages according to the principle from simple to complex and they should be psychologically prepared to complete these tasks;

8) Students should be treated positively in lectures, seminars and extracurricular activities, and the learning process should be based on mutual respect.

Students in experimental groups, in preparation for seminar classes, tried to complete independent tasks given by the teacher when studying relevant topics. Students know how to use scientific, journalistic, fiction and historical literature, fix the main issues, learn to select passages, quotes and statistical data and formulate them systematically. The ability to write theses, essays, annotations and summaries using historical literature motivates them to independently acquire knowledge.

While teaching topics devoted to the study of personalities in classes on the history of Azerbaijan in higher schools, the teacher invites students in the experimental group to create a table related to historical figures. This table reflects the extent to which students successfully complete independent tasks based on the recommendations received in the direction of a comprehensive assessment of the life and activities of an individual. Thus, as a result of independent work, the students of the experimental groups characterized the personality based on the factors listed below: First and last name of the individual, stages of the individual's activity, mastering the ideological platforms of the individual being studied, whose interests the individual expresses at one stage or another, research into personality assessment by contemporaries and modern historians and political scientists.

CONCLUSIONS / ВИСНОВКИ

Research determines the following functions of independent work of students when teaching the history of Azerbaijan at universities:

- independent work, used in the process of educational operations of various types in higher educational institutions, allows students to consciously perceive, understand, analyze, synthesize knowledge and evaluate the results obtained;
- independent work of students for the purpose of studying historical documents, archival materials, listening to lectures, organizing seminars, preparing diplomas, essays, coursework and independent work forms their educational skills;
- independent work creates a motive to consolidate, deepen and expand acquired knowledge in the process of preparing for exams and tests on the history of Azerbaijan.
- performing independent work assigned to students in the process of independent work, theses, archival and educational excursions, gradually develops their research skills.

Self-study assignments should be relatively difficult and complex and should encourage students to be creative. Independent work should create the opportunity to analyze facts and events obtained from historical sources, various literature, and review materials. Also, one of the factors ensuring the effectiveness of independent work is the assessment of the results of independent work by the teacher. To achieve this, the principle of transparency must be observed during assessment. The results of independent work must be objectively assessed and brought to the attention of students.

Future Research Directions Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. In conclusion, it should be noted that the purpose of using independent work of students when teaching the history of Azerbaijan at universities is to encourage students to actively assimilate, process, deepen and consolidate knowledge and information. As well as the creation of a didactic basis using independent methods of work from numerous sources of knowledge. Reasonable and thoughtful organization of independent work develops students' creative activity, observation and all three types of thinking, creates pedagogical conditions for independent work, and develops students' mental and physical abilities. In the course of organizing independent work of students when teaching the history of the Motherland, an approach based on individuality, consistency and competence includes the methodological foundations of the study. The organization of independent work at a university consists of three stages: at the first stage, the student searches for information, at the second

stage, he implements it, and at the third stage, he evaluates it. Also, when organizing students' independent work, the individual characteristics of each student must be taken into account, and both a psychological and educational environment must be created for students to perform independent work.

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ПИТАННЯ ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ У ПРОЦЕСІ ВИКЛАДАННЯ ПРЕДМЕТУ ІСТОРІЯ АЗЕРБАЙДЖАНУ

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Анотація. У дослідженні зазначається, що зі спостережень у закладах вищої освіти стає зрозумілим, що здатність студентів до самостійної роботи починається з середнього шкільного віку. Одним із важливих завдань сучасної освіти є виховання досконалої, усебічно розвиненої особистості. Найважливіші ознаки, які характеризують людину, пов'язані з її самостійною роботою і незалежною думкою. Професійні викладачі вищої школи навчають студентів працювати самостійно, забезпечуючи загальне керівництво студентами в організації лекційних і семінарських занять, підготовці самостійних курсових і дипломних робіт, навчаючи їх самостійно підходити до кожного історичного питання, історичних подій і процесів. Актуальність проблеми, що розглядається у статті, визначається наступними аспектами:

1. Необхідно створити ефективне педагогічне та психологічне середовище для надання учням інформації про історію Батьківщини шляхом самостійного навчання.
2. Важливість усвідомлення набутих знань з історії Батьківщини та підвищення інтересу до предмету, розвиток логічного, критичного та творчого мислення учнів.
3. Висока вимога досліджуваної проблеми та необхідність заповнення прогалини у цій галузі тощо.

Безперервна освіта означає, що людина постійно займається самоосвітою, вдосконалює свої знання та уміння, працює над собою у зв'язку зі змінами, які відбуваються у суспільстві та світі. Для цього необхідна перевірка самостійної роботи студентів. Світогляд, знання, вміння, педагогічна майстерність викладача ліцею, особлива турбота і любов до учнів створюють позитивну атмосферу в класі. Лекції та семінарські заняття мають проводитися на високому науково-методичному рівні на основі знань, отриманих під час самостійної роботи. Лекції та семінари досвідченого університетського викладача мають просвітлювати уми й серця студентів, залучати їх до наукової діяльності. При класифікації самостійної роботи студентів враховуються дидактичні, психологічні та світоглядні основи проблеми, вікові та індивідуальні особливості студентів, логічна структура тем тощо, у процесі викладання історії Батьківщини у ЗВО.

Ключові слова: самостійна робота; студенти; історія Азербайджану; творча робота; позакласні заняття; навчання.

TRANSLATED AND TRANSLITERATED / ПЕРЕКЛАД, ТРАНСЛІТЕРАЦІЯ

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