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THE CONTENT AND STRUCTURAL-FUNCTIONAL MODEL OF EFFECTIVE ORGANIZATION OF INDEPENDENT LEARNING ACTIVITIES OF STUDENTS

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Abstract: The promising future of each country is determined by the development of its education system, which is considered a vital necessity and an integral part of it. Currently, the broader reform and further improvement of the continuing education system of our republic, which is moving along the path of independent development, raising it to a new qualitative level, introducing the world's advanced pedagogical, innovative and information and communication technologies into educational processes, and improving the quality and efficiency of education are rising to the level of state policy. In particular, the adoption of the new edition of the Law "On Education" in our country has also improved the basis for training modern personnel through the continuing education system.

Keywords: media education, media technology, resource, creativity, individualization, competence, component, accuracy, assessment, principle, symptom, pharmaceutical, principle, innovation.

Introduction. Today, biology is intended for the first and second years of academic lyceums, and this subject is required to guide academic lyceum graduates to a profession by developing biological literacy and research competence. The total teaching load for this subject is 810 hours. Of these, 270 hours are allocated for

theoretical lessons, 242 hours for practical lessons, 28 hours for laboratory work and 270 hours for independent work. Unlike general secondary schools, in academic lyceums, the teacher should focus on the independent learning of students and the development of logical thinking. For this purpose, it is necessary to pay special attention to lectures, seminars, discussions, conferences, problem-based and other non-traditional lessons, methods that activate teaching, as well as independent work on various sources related to the content of the topics, extensive use of Internet information, observation of natural objects, conducting research, laboratory, practical classes, and excursions. A model is a simplified, abbreviated form of any aspect of a product or process. Modeling is one of the methods and tools for organizing project activities.

A model for the effective organization of independent learning activities of students in biology education is a model that ensures the successful organization of independent learning of students, describes certain qualities and expresses the improvement of students' ability to think independently and acquire knowledge independently as a result of independent learning. In this case, the teacher answers questions, and students directly address them for feedback. Many traditional teaching models rely on lecture-style presentations of individual lessons, limiting student activity to activities that they independently or in small groups work on practical tasks developed by the teacher. The teacher usually takes a central place in classroom discussions and controls the course of the conversation. Typically, this teaching style also includes students reading from textbooks or practicing concepts by working on a set of problems in independent learning forms outside the classroom.

The main part. Modular education is one of the promising systems of education, as it is best suited to the system of developing the cognitive capabilities and creative abilities of students. In traditional education, the purpose and content of education are expressed through the activities of the teacher, that is, it is mainly

aimed at imparting knowledge, while in modular education it is expressed through the active activities of students, directing them to professional activity. Also, modular education creates the opportunity to comprehensively solve the following modern problems of education. Optimization and systematization of the content of education on the basis of modules - activity provides variability and flexibility of programs; individualization of education; control of the effectiveness of education at the level of training students in practical activities and assessment of observable characteristics; activation based on interest in the profession, full realization of independence and educational opportunities

Dividing biology into modules and establishing appropriate control over it creates the opportunity to objectively assess the level of students' mastery, identify shortcomings in their activities and correct them, fill and correct gaps in students' knowledge.

The effectiveness of modular teaching depends on the following factors:

- the material and technical base of the educational institution;

- the level of qualified teaching staff;

- the level of student training;

- an assessment of the expected results;

- the development of didactic materials;

- the results and analysis of modules.

In order to increase the effectiveness of module teaching, the teacher first divides the educational materials into modules and develops a module program. The module program is a program for managing the educational and cognitive activities of students in this lesson, which includes its didactic purpose, educational tasks that students must complete, instructions for completing assignments. It develops control

tests and independent educational tasks for the lesson. More precisely, it organizes the independent work of students with the help of the module program. In this process, it assists students as an assistant, supervisor, and consultant. At the end of each module, the teacher conducts questions and answers, conversations, discussions, and brainstorming with students in order to consolidate the knowledge they have acquired.

In lessons based on modular lessons in biology, students' independent learning activities are carried out on the basis of a module program. Students learn the educational material more deeply by completing independent learning tasks included in the module program. As a result of the implementation of this technology, both the teacher and students become subjects of education.

1. Innovative activity in the effective organization of students' independent learning activities requires the acquisition of theoretical knowledge, practical skills and qualifications based on directing the teacher's spiritual, mental, and physical strength to a specific goal, complementing practical activities with theoretical knowledge, developing design, communication, and organizational skills.

2. In developing independent learning activities of students in biology education, it is not enough to simply equip them with the skills and qualifications for independent learning and direct them to independent creative activity, therefore, there is a need to teach students to move to a reflective position, to understand their own conscious performance, and to develop self-awareness.

3. Innovations are inherent in any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research and advanced pedagogical experience of individual teachers and entire teams. Therefore, the introduction and implementation of innovative technologies into the process of

biology education in academic lyceums, as well as the development of modern approaches to their use, is considered one of the important issues.

4. Teaching biology in modules and establishing appropriate control over it creates the opportunity to objectively assess the level of students' mastery, identify and correct shortcomings in their work, fill and correct gaps in students' knowledge.

5. In lessons based on modular lessons in biology, students' independent learning activities are carried out on the basis of the module program. Students learn the educational material more deeply by completing independent educational tasks included in the module program. As a result of the implementation of this technology, both the teacher and students become subjects of education.

The essence of problem-based learning is the management of students' cognitive activity by the teacher in the formation of problem situations in their educational work and the assimilation of new knowledge by solving educational tasks, problems and questions. This technology has many advantages in organizing independent educational activities of students in biology, and it develops students' skills in solving problems related to nature. Implementing innovative activities in organizing teaching aimed at developing independent educational activities of students in biology education in academic lyceums is an opportunity, activity and productive results for teachers to improve the quality of the educational process, to implement innovations in practice. In conclusion, it can be said that in educational institutions of our republic, various forms of effective organization of independent educational activities of students are being implemented. One of the main principles of organizing independent educational activities is its regularity. In the context of the development of innovative educational technologies, the transformation of the student's personality from an object to a subject in the educational process is one of the main tasks facing independent education.

The effectiveness of independent educational activities of students develops in the process of their independent work. Initially, ensuring the speed of independent education is more convenient in collective forms, and group project activities are one of these forms. According to Z.R. Akhmadieva, the use of active, interactive educational technologies is very effective in developing independent learning skills in students. In this process, the development of students' activity and initiative in independent educational activities depends on the teacher's correct selection of the content of independent work and skillful organization of its implementation.

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