CHARACTERISTICS OF THE DEVELOPMENT OF INDEPENDENT LEARNING ACTIVITY OF STUDENTS IN A MIXED EDUCATIONAL ENVIRONMENT

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Abstract.*In this article, the current level of development of electronic education technologies, along with the educational system's striving for innovative processes, changes in the educational process in higher education institutions, and one of the current issues today that the task of introducing digital technologies and modern methods into the educational process is one of the main goals, the electronic educational environment and it's mixed The essence of the concepts of teaching methodology is based on the fact that it is a pedagogical necessity to develop independent learning activities of students to train competent personnel who can adapt to the needs of the modern industrial world market in higher education institutions.*

Keywords:*distance education, digital technologies, blended learning, innovative approach, electronic information-educational resources, modern education, independent learning activity of students, Moodle platform, science and technology development.*

INTRODUCTION

Currently, the interest in digital education is increasing, which significantly increases the role of distance education in the modern education system. However, distance education is not without some shortcomings, therefore, the issue of a wider study of mixed teaching methods in the electronic education environment remains one of the urgent issues.

In the new concept of education until 2030 adopted by international organizations and developed countries in the world, it is recognized that "Education is the main driving force of development and an important activity leading to the goals of sustainable development." Providing quality education, and developing knowledge, skills, and abilities, the current level of development of digital technologies can be the goal of the educational system's pursuit of innovative processes and requires the need to change the educational process in higher education institutions, optimize the management of independent training of students with the help of modern pedagogical and information and communication technologies.

RESEARCH METHODOLOGY

During this study, the effectiveness of blended learning in the digital learning environment in educational institutions was used using a systematic approach and methods of analysis.

As a theoretical and methodological basis of this article, literature and scientific articles that illuminate blended learning in a digital educational environment, analysis of opinions of scientists, and observation of processes were carried out.

RESEARCH RESULTS

World and educational scientific research institutions, including pedagogy, engineering, medicine, and pharmaceuticals, are aiming to improve blended learning by transitioning to distance education and ensuring its integration with traditional education. Scientific studies are being conducted to create a uniform standard of higher education and recognize international diplomas, to establish the mobility of students and teachers. Unification of points assigned to students' knowledge, qualifications, and skills, organizing independent determination of the total amount of credits and the number of credits to be collected by students for each module, and designing independent educational activities for students' research is becoming more and more important.

In today's rapidly expanding range of information and knowledge, it is a difficult task to convey all information to students only during classes. Adapting to the requirements of the information age, effectively organizing the student's independent educational activity in the distance learning environment, and motivating him to independent creativity prepares the ground for training knowledgeable and competitive personnel.

An innovative approach to education has led to the integration of science, technology, and industry and the rapid growth of the country's development along with the improvement of social life. At the same time, he also identified the task of ensuring the development of innovative educational programs that provide the opportunity for the wide use of digital technologies.

Experiments show that a student can master knowledge deeply only if he works independently and works tirelessly on himself. Skills and qualifications of students are formed only in the process of independent education, the ability to work independently develops. Therefore, creating all the necessary conditions for students' independent education, showing the ways of obtaining knowledge, and providing guidance for independent research is one of the main tasks of a higher education institution. The innovative educational environment serves as the main factor in increasing the independent learning activity of students. In the correct organization of students' independent activities, the teacher turns from a transmitter of knowledge, that is, from a supplier of ready-made knowledge to a manager who organizes and directs the cognitive activities of students. According to A. Marsap, if the pedagogues who carry out the task of delivering or teaching information in the educational environment are replaced by pedagogues-facilitators who guide creativity, students are directed to have a positive impact on the educational environment as both producers and consumers by being taught

to be active and proactive in collecting information. As a result, the effectiveness of independent activity largely requires the ability to organize it rationally.

The formation of an independent thinking student's personality requires the systematic implementation of educational, educational, and developmental stages both in the classroom and outside the classroom. When conducting independent work outside the auditorium, the student is under the supervision of the teacher, but they also learn from each other and get used to analyzing each other's work. In our opinion, in the formation of knowledge and skills, students independently plan and carry out the work to be done. This is based on the following principle: "What I need to learn, I know why I need all this", and "I know where and how to apply it." Therefore, today, to meet the requirements of the State Education Standard on the organization of independent education of students, it is necessary to form the skills of independent education in students, to develop standards for the work of teachers and students in the classroom, and outside the classroom, to control the performance of independent work of students, and to organize new independent education. It has become a necessity to demand the creation the development of educational and methodological literature for the next generation. Although the independent work of students is regularly monitored by the pedagogue, the goal is to transfer the activity to the student himself, to prepare the specialist of the current era at a high level, to make decisions independently, to fulfill the assigned tasks, many data processing requirements are being imposed.

A digital economy (Digital Economy) is an economy conducted with the help of digital communications and information technologies, in which modern scientific approaches and innovations are of primary importance, and the development of industries with high scientific capacity is envisaged. This term was first used in 1995 by Nicholas Negroponte, a computer scientist at the University of Massachusetts, in the context of "a metaphor for the transition from the movement of atoms to the movement of bits." Today, this term is widely used in the activities of politicians, economists, journalists, and businessmen all over the world.

The introduction of the digital economy into the field of education has itself raised questions about digital education, why it is needed, and how it can be implemented. Digital education is the demand of the 21st century, which means that we have adapted from previous centuries to move from traditional education to new-age digital technologies and artificial intelligence. Today, smartphones, tablets, and computers of various sizes have replaced traditional paper and pencils, and digitization of education has become the need of the hour. Today's young people cannot imagine their lives without these technologies. The goal of digitization of education also requires the preparation of educated young people with high intellect who can adapt to the rapid changes in the global world and the rapidly growing flow of innovations. According to Jarkko Lampiselki, a professor at the University of Helsinki, the formula "invisible technology - visible impact" is

leading in education today. Of course, invisible technologies do not solve educational problems by themselves, but their rational use creates a visible effect.

Mark Prensky, the founder of modern terminology and a professor at the American Harvard University, gives the following definition to today's students in his article "Owners of the Digital World, Immigrants of the Digital World": "Currently, our students have completely changed. Today's students are no longer educated according to the education system that we have developed," and he further believes that today's students are defined as "Digital Natives" - today's native speakers of the digital language of computers, video games, and the Internet. . Teachers representing the field of education are evaluated as "Digital Immigrants" - "digital world immigrants" - people who adapt to the digital, electronic world, and now accept many aspects of new technologies.

The results showed that, if we turn to international practice, the digital economy is rapidly penetrating every aspect of life, in particular, health, science and education, construction, energy, agriculture, water management, transport, geology, cadastre, archive, and other fields, and each of them in one it is giving its high results. World experience shows that the transition to the digital economy is developing rapidly:

–the need to have mass higher education as a result of the acceleration of scientific and technical progress;

–state of continuity in education due to the need for regular updating of knowledge and skills of employees employed in modern industries and service sectors;

– increasing opportunities for distance learning as a result of the development of information and communication technologies;

–opportunities for independent acquisition of knowledge as a result of digitization of the most authoritative textbooks, manuals, and lectures of famous scientists and specialists in their field;

–is explained by the elimination of territorial and time barriers in education, i.e., the emergence of opportunities for distance learning, an independent study of subjects based on a personal agenda, even at prestigious universities abroad.

In Uzbekistan, the rapid implementation of the integration process between the education system and the digital economy and the transition to the system of flexibility in education for the digitization of the system, the popularization of the distance education system among students and teachers show that the main elements of distance education are directly connected with the gradual improvement. Like all educational systems, the distance education system has its structural purpose, content, methods, tools, and organizational forms. In the sources, it can be seen that the concept of "distance education" is defined as follows:

- education focused on the use of educational resources based on traditional and innovative forms, methods, and tools in the provision of educational services, distribution, and delivery of educational products using information and communication tools (video, audio, computer, multimedia, radio, television, etc.);

- a form of education based on information and telecommunication technologies, including part-time and full-time education, including the best traditional and innovative methods, teaching tools, and forms;

- is an educational system based on new information technologies, telecommunication technologies, and technical means, providing the learner with educational conditions and communication with the teacher based on certain standards and rules of education and requiring the student to engage more independently. In this case, the learning process does not depend on the time and place of the learner;

– an educational complex that provides educational services to all levels of the population and foreign students with the help of a special information environment, based on distance learning information sharing tools.

Today, the following models of distance education are used in developed foreign countries:

– primary model (serves only for distance learning);

– secondary model (education is organized partly at a higher education institution, partly at a distance);

– mixed model (based on the integration of different forms of distance education);

– consortium (the cooperation of two universities is organized remotely);

– franchising ("license", universities in cooperation give each other the right to organize distance courses);

– validation ("satisfaction", inter-university joint organization of distance education);

– remote audience (synchronous organization of audience training from a distance);

– projects (remote organization of public education or research programs on a project basis). The cited models can be illustrated as follows (see Figure 1):

Figure 1. Models of distance education
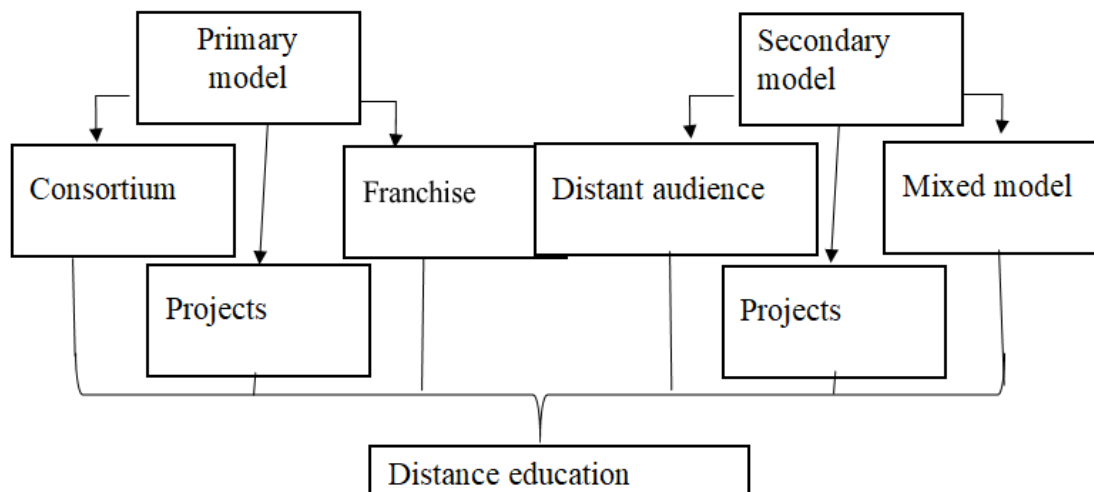
Of course, all models are used for remote work using the Internet. Each of them shows its convenience for the consumer depending on its use for different purposes and under different conditions. Models improve their functions by being used in various stages of the educational field and research programs and projects.

Independent acquisition of knowledge and new information from Internet sources motivates to express a personal attitude to the studied problem. Students develop critical and creative thinking and analysis, relying on their personal opinions in analyzing various evidence and data. As a result, they develop the skills of finding and performing various control-creative tasks, posting new links and resources (documents, articles, manuals), and preparing assignments, presentations, and messages. In particular, in the field education of students, field educational materials from Internet sources help in the preparation of animated videos and creative tasks.

At this point, it should be emphasized that, in particular, the direct connection of the economic direction with production and industry requires the development of professional skills, such as the ability to communicate with external partners and partners in their language, as well as the ability to conclude contracts. Today, this makes it necessary for employees of this field to have competence in foreign economic relations, and by itself requires that future specialists acquire the skills of listening, speaking, writing, and reading in a foreign language. In this:

on listening comprehension competence:

– to understand the content of information given in mass media (newspapers, magazines, radio, television); conversation, dialogue, and polylogue to be able to correctly understand the interlocutor's opinion; fast-tracking of news in the conference, official and informal negotiations;

on speaking competence:

– active participation in conversations, dialogues, polylogues, negotiations, and interviews; giving a speech at a conference, and official negotiations;

on writing competence:

–writing professional and informal official and informal letters; writing references and resumes about oneself and colleagues; drawing up contract texts;

by reading competence:

– reading and understanding the information given in mass media (newspapers, magazines, radio, television); conference proceedings, and articles published in scientific journals are expected to be read and understood and skills acquired.

Content, submission forms, and assessment criteria for independent pedagogic works for economics students in traditional and distance education

In the form of distance education	
Content and forms of submission of independent works	Forms of evaluation of independent works A1-A2 level "3" (56%-70%) B1-B2 level "4" (71%-85%) B2 + level "5" (86 %-100 %)
- listen to audio authentic materials and perform tasks. (Moodleelements: External tool, SCORM package, URL, Feedback, Page)	-according to his understanding of professional dialogue, monologue, information, and news of different difficulties.
-reads authentic materials online, completes assignments, and prepares a presentation. (Moodle elements: Lesson, Quiz, File, Folder, Choice, Glossary)	- according to their ability to read and understand professional texts, articles, recipes, terms, annotations, and news in magazines and newspapers of different difficulty.
-writes various forms of essays, abstracts, term papers, and independent works on the subject. (Moodleelements: Database, Chat, Label, Book, Page, URL)	- according to the ability to write formal and informal letters, applications, resumes, syllabuses, programs, and reports of various difficulties.
- conducts online interviews, chats, and negotiations and sends audio or video with his participation. (Moodleelements: Workshop, Forum, Chat, SCORM package, Wiki, LMS content package)	- based on his speech in conversations, negotiations, interviews, conferences, video lectures, dialogues, and formal and informal negotiations on various difficult professional topics. According to pronunciation and fluency of speech.

The design of the educational process through distance education, which is a modern type of education, has not been fully researched theoretically and methodically, in particular, there are many problems in the pedagogical and didactic design of students' independent education through distance learning platforms. In this process, first of all, the

level of preparation of the pedagogue for the process of organizing students' independent work in groups is extremely important. In this case, the teacher will have to replace the traditional pedagogical process with a non-traditional pedagogical process, that is, a process in the distance learning environment, that is, he will have to develop and implement a didactic technology of the educational process adapted to the distance environment.

Pedagogical design usually covers all processes, educational materials, types of activities, methods, and tools from the initial stage of systematic teaching, that is, from the analysis of social order requirements, the needs and educational goals of students studying in a particular direction, to the development of a teaching system to meet these needs. Based on the purpose of education and depending on the content, how these tools are used, what kind of use leads to what result is systematically described. Today, the importance of pedagogical design is increasing in the use of information technologies in education, especially in the development of independent learning through distance education.

In particular, the correct development of pedagogical design within the subject of foreign language learning for professional purposes of students in the fields of economics will give effective results in the development of student's independent activities. It is in higher education institutions based on distance education that it is necessary to consider both language learning and professional competence goals of students in the design of training courses in teaching science. For this purpose, it is necessary to first study the needs and select authentic materials related to science based on their analysis, to include educational materials suitable for the distance learning environment in the working program, and to organize differentiated groups based on the student's language skills. Of course, the degree of assimilation of authentic materials is known only when studying using presentations posted on blocks and forums, video materials, and additional literature.

To organize this process, the pedagogue should choose and download an educational platform that is recognized as pedagogically and didactically convenient for working in distance education (including, if he chooses Moodle, download the Moodle platform from the Internet), then create a "science course" in the language of his choice in his subject. can organize. In addition, by downloading additional software, such as "BigBlueButton", "Audacity" and "WEBM-video playback", which effectively support the development of four types of speech activity, pedagogues will have the opportunity to perfectly organize independent work in their subjects.

It is worth noting that the technology of designing independent learning activities for students in the fields of economics is specially taken into account. For this, in addition to knowledge of specialized subjects, graduate personnel are required to supplement their professional competence with ICT and foreign language skills. In this case, the requirements of the social order depend on the socio-economic needs, and the main focus

is on the integration of foreign languages with specialized subjects, the effectiveness indicators of practical skills, and the content of education in English, educational materials are on the formation of knowledge, skills, and competencies of students, and the training of independent thinking creative, competitive young professionals. focused on the orientation.

Using the capabilities of the Moodle platform in different situations with the help of different elements, conducting online seminars and webinars, in particular, through the "BigBlueButton" program, made it possible to conduct live lessons for 80-90 minutes or more, like a traditional lesson. In this case, the placement of various video, audio, and animations on the platform by the pedagogue in the development of Reading and Listening (listening comprehension) speech activities made it possible to increase students' knowledge, skills, and abilities. However, the writing and speaking activities were difficult. In such cases, to develop these types of speech activities among students, it is appropriate to place information on explaining grammatical and orthographic rules, exercises, and assignments aimed at strengthening them on the Moodle platform. At the next higher levels, students learn to work with authentic materials based on professional content. Didactically correctly distributed, career-oriented texts that meet the needs of students, pedagogical technologies, situational tasks, and exercises, uniformly increasing the number of tests ensured high motivation of students to study science.

The Moodle platform has been widely introduced in higher education institutions in our country since 2020. The Moodle platform is also very convenient for learning science, and students have the opportunity to automatically learn the economic terms used in information technology in English. The use of distance learning platforms in education creates a foundation for students of higher educational institutions of economics to acquire science for general and field purposes, and in the future to demonstrate that they are mature specialists in their fields, actively using all types of speech activities.

CONCLUSION AND RECOMMENDATIONS:

1. Independent education is a form of education that helps students to grow professionally and intellectually through independent creative thinking, and teaching students to conduct independent research is one of the main factors in preparing a competitive specialist.

2. The reform of the field of education in the world and the distance education system was put into practice together with the traditional education system. In the conditions of traditional education, 30-40% of each subject is allocated to independent education in the curricula of higher education institutions, while in distance education, this indicator has reached 60%. The introduction of the digital economy into the field of education has led to the harmonization of the existing pedagogical conditions in higher education with an innovative environment, to the change of the attitude of both

pedagogues and students to the educational process, individual work with each of the students and the formation of remote work skills in them has become the main principle of the educational process.

3. It should be ensured that the teachers of higher educational institutions of economics acquire the list of skills for creating electronic teaching-methodical platforms and have pedagogical skills that allow the use of electronic educational resources in the educational process.

4. Blended learning is a form of learning that combines traditional and electronic forms of education and effectively uses pedagogical technologies. It is better to develop an electronic learning platform and electronic learning resources, self-assessment test programs, and 3D graphics to increase the effectiveness of students' learning. to achieve the collection of information on the creation of electronic resources with the help of programs.

5. Creation of electronic resources by creating an electronic module that serves to improve the teaching content of specialized subjects to professional activity with the help of lectures, practical exercises with text animation, presentation slides, and tests. In a mixed educational environment, students' analysis and synthesis skills, creative activity, and professional competencies are created. improvement of development algorithms based on mutual optimization of digital technologies and virtual educational tools is the demand of today.

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