

## **THE IMPORTANCE OF INDEPENDENT LEARNING IN THE DEVELOPMENT OF CREATIVE THINKING OF STUDENTS**

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**Abstract:** the article discusses the forms, methods and means of organizing independent learning as an important factor in the development of creative activity of students.

**Keywords:** education, student, thinking, development, thoughts, activity, creativity, goal, task, result.

A trend has been observed in the development directions of higher education in the world's leading countries: the proportion of students' independent work is steadily increasing. This, in turn, necessitates a shift from "teaching" to "facilitating learning." At a time when a competency-based approach is being implemented in education, forming a system of independent learning skills and competencies, as well as cultivating a culture of independent student activity, becomes of great importance.

In the modern educational process, independent work is viewed as a form of organizing instruction. It provides opportunities for students to independently search for necessary information, creatively comprehend and internalize the content of learning materials during classroom and extracurricular activities, develop analytical abilities, as well as foster such qualities as activeness, independence, creativity, and a desire for knowledge.

The technological approaches we present make it possible to address the issues of organizing and assessing various forms of independent work for students, master's degree candidates, and teachers, as well as enhance skills in self-development and project-based learning.

According to the State Educational Standards, students' independent work is considered an important component of the educational process. It enables the consolidation of knowledge acquired during lectures, deeper understanding and

expansion of this knowledge, the formation of general cultural and professional competencies, and the development of skills related to conducting research activities. It also includes preparation for seminars, practical and laboratory classes, as well as activities required for completing current, midterm, and final assessments.

Skills related to independent learning and acquiring various types of knowledge begin to form in early childhood and continue to develop throughout one's life. When entering higher education, each student possesses certain skills and personal experience in organizing their own activities, formed at school, extracurricular educational institutions, and within the social environment. As they acquire complex general cultural and professional competencies, the requirements for organizing independent work in higher education increase significantly. Experience shows that students' levels of readiness to perform independent tasks vary.

In this regard, two main groups of students can be distinguished. The first group consists of those who successfully complete independent tasks due to having universal learning competencies—namely, the ability to remember and understand information, logical thinking, the ability to express learning material orally and in writing, performing calculations, measurement, and project tasks. The second group includes students who encounter certain difficulties in consistently completing independent work aimed at mastering learning materials. Demonstrating lower levels of learning competencies, they tend to organize their activities less effectively.

Independent work carried out in the higher education process is aimed at solving the following tasks:

- expanding and consolidating the knowledge and skills acquired by students in and outside the classroom, turning them into intellectual and physical activity stereotypes;
- acquiring additional knowledge and skills in the subjects of the curriculum;
- forming and developing knowledge and competencies related to research activities;

- developing attitudes and motivation for high-quality mastery of educational programs;
- developing skills of independent thinking, self-development, and self-improvement;
- forming skills of effective independent professional, theoretical, practical, and research activity.

A number of conditions are required for students to complete and implement independent work tasks. These include:

- availability of a material and technical base;
- availability of an information base necessary for students' independent work in and outside the classroom;
- availability of facilities required for completing specific independent tasks;
- well-grounded content of independent work tasks;
- alignment of independent work with the course syllabus and allocated time;
- formation of students' self-organization and universal learning competencies by professors and teachers;
- continuous monitoring of all stages of students' independent work by instructors, including current and final evaluation of results.

Within the framework of the modern educational process, independent work is organized according to the following specific principles:

- **the principle of interactive learning** (ensuring interactive communication and feedback that enables monitoring and correcting students' actions);
- **the principle of developing students' intellectual capacities** (forming algorithmic, visual-imaginative, and theoretical thinking methods, as well as the ability to make effective and diverse decisions in complex situations and analyze information);

- **the principle of continuity and integrity of the didactic cycle**

(ensuring that all elements of the didactic cycle are implemented within a module, unit, or topic).

Students' independent work is planned and reflected in the course syllabus by the instructor. The technological map details the form, scope, duration, and assessment criteria of independent work.

Independent work is classified according to:

- **place of implementation** (in-class and out-of-class);
- **purpose of implementation** (based on the objectives defined and justified in the course syllabus);
- **form of organization** (individual or group).

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