INDEPENDENT WORK SKILLS IN DEVELOPING BASIC COMPETENCES OF STUDENTS

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Abstract.
This article discusses the issues of developing basic competencies of students in the context of digitization of education. Also, in this process, some comments on the organization of independent education are given.

Keywords: independent education, competence, digitalization, HEU, basic competence.

In the development of basic competencies of students, it is necessary to organize classes using tasks directed to independent work. To develop independent work skills, teachers should focus on assignments containing questions that encourage students to think. Tasks such as "tell the definition of terms, answer questions" from students do not form creative thinking and independent work skills. The word "describe" in the question sounds like "tell your knowledge one by one" that you have [1,2,3,4,5,6]. To facilitate creative thinking and independent work, the use of words that encourage thinking, such as find a connection, create, predict, analyze, describe, imagine, and similar words, will be more effective. As a result of the analysis of the above-mentioned points, it is possible to determine the conditions for the creation of an electronic information educational environment in the educational process:

- knowledge is given in various forms in a systematic, interdisciplinary and generalized form as a product of research and thinking activities, innovation process;
- the pedagogue appears as a "manager", "partner", i.e. takes the position of cooperating, democratically influencing, helping, encouraging, paying attention to the student's personal initiatives, striving to develop his personal methodological competence;
-directed to active cooperation with science teachers and students, mutual support and creating an atmosphere of mutual responsibility;
- conditions will be created for learners to practice various forms of interpersonal relations and communication, work in cooperation and make innovations through group forms of organization of education and training;
- abandoning the assessment of conformity to a predetermined pattern of actions and behaviors.

In the course of our research work, the development of basic competencies of students in the electronic information educational environment was divided into productive, reproductive and creative levels. Based on the "Creativity Map" proposed by the American pedagogue Patti Drepeau, we developed an algorithmic map of the development of students' basic competencies.

Stage 1. Pupils were given tasks at the reproductive level to develop basic competencies by performing reproductive creative work and forming analytical skills. Pupils were directed to find solutions to tasks in the auditorium with a creative approach and effective results were achieved. In

doing so, students' readiness to organize educational activities, basic competences for solving issues such as technical object and construction process implementation guidelines were developed.

Stage 2. In developing the competencies of productive creative activity, the optimal and effective solution to the problems was found using interactive methods and methods based on current guidelines in the management of pedagogical-technological processes on the basis of problematic tasks that develop the basic competencies of students in non-auditory crafts, and they carried out the transfer of previously mastered material to a secondary state.

Stage 3. Students were directed to creative thinking and finding creative solutions in the use of creative-creative (project-constructive production as a result of creative activity, organization of experimental research activity based on a sample. Acquiring new knowledge and independent learning.) methodical developments. During the training, students got new ideas and conclusions.

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