

## PEDAGOGICAL CONDITIONS FOR ORGANIZING INDEPENDENT WORK OF STUDENTS

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**Abstract:** This article covers some theoretical and practical issues in the organization of independent work of students. This article examines the pedagogical conditions necessary for organizing independent work among students, focusing on theoretical and practical aspects. Independent work is highlighted as a vital component of the educational process, fostering autonomy, responsibility, and creativity in students. The study analyzes the challenges faced by educators in effectively implementing independent work and proposes innovative methods, including the integration of technology and interactive techniques. The findings emphasize the importance of structured guidance and resource accessibility to ensure the success of independent learning. This research contributes to the understanding of how to optimize independent work practices to enhance cognitive and practical skills in students.

Key words: learning process, self-employment, individual work, learning, tasks, purpose, development, independent work, pedagogy, cognitive development, educational process, innovative methods, self-directed learning.

## Introduction

Independent work of students is a mandatory component of the educational process for each student. Independent work is defined as individual or collective educational activity carried out without the direct guidance of a teacher, but according to his assignments and under his control.

Independent work is a cognitive learning activity, when the sequence of students' thinking, their mental and practical operations and actions depends on and is determined by the student himself. Independent work of students contributes to the development of independence, responsibility and organization, a creative approach to solving problems of the educational and professional level, which ultimately leads to the development of the skill of independent planning and implementation of activities. At present, almost all researchers note the significant role of the organization of independent work of schoolchildren in the learning process, however, in practice, independent work is often understood only as one of the forms of control in the learning process and the pedagogical possibilities of this form of learning are not used enough.

By independent work we mean work that is done by students on assignment and under the supervision of the teacher, but without the teacher's direct involvement in it, in the time specifically allocated for this. In doing so, students consciously strive to achieve the goal by using their mental effort. Independent work involves active mental activities of students, associated with the search for the most rational ways of performing the tasks proposed by the teacher, with the analysis of the results of the work.[ 6]

Independent work is an important means of developing pupils' cognitive activity, improving, consolidating and applying knowledge in practice. It is an integral part of

learning, contributes to the formation of sustainable and conscious knowledge, gives each student the opportunity to work at an accessible pace, with a gradual transition from one level of knowledge development to another.

Successful learning depends to a large extent on the conditions that the teacher provides for the pupils to learn actively and independently.

This article examines the methodological aspects of the use of new forms of independent work, as well as the problems of checking and correcting knowledge in the system of personally oriented educational technology using new information, innovative and interactive methods of critical thinking. This study reveals the goals and objectives of independent work, their organizational and methodological bases, as well as the organizational and methodological activities of the teacher in the independent work of students.

The independent work of students is a crucial aspect of the modern education system, aiming to develop students' autonomy, creativity, and problem-solving skills. Despite its significance, the concept is often limited to a control mechanism rather than a developmental tool in practice. This study addresses the necessity of rethinking independent work as a transformative component of the educational process. By examining global best practices and aligning them with local educational needs, the research highlights the role of independent work in fostering cognitive, social, and professional skills among students.

### **Methodology**

Methods of independent and teacher-led work, as noted earlier, are distinguished on the basis of an assessment of the measure of independence of pupils in the performance of educational activities, as well as the degree of management of this activity by the teacher.

All previously described methods (verbal, visual, practical, etc.) in the case when they are applied with the active management of the actions of students by the teacher, appear in this classification as methods of educational work under the guidance of the teacher. When a pupil carries out his activities without direct guidance from the teacher, it is said that the method of independent work is used in the learning process. Self-directed work can be done either by instruction from the teacher, or by the student on his own initiative, without instruction from the teacher. As a rule, without first using the first type of self-employment, it is not possible to subsequently use the more complex second type.

The students' independent work is carried out in a wide variety of educational activities. The most common type of work in school environments is work with school textbooks, reference books and other literature. The development of book techniques is carried out in accordance with the program already in the elementary classes of schools, and then gradually they become more complicated. If in the first and second grades the

pupil only learns to read, to use headings, to highlight the main ideas of the text, then in the following grades he learns to make a plan of what he has read, first simple, and then complex. In high school, he learns to compose theses and abstracts.

The study was conducted in various primary and secondary educational institutions, involving teachers and students from diverse socio-economic backgrounds. A mixed-method approach was adopted, combining qualitative methods such as classroom observations and interviews with quantitative data collected through surveys and standardized tests. Tools such as lesson plans, activity sheets, and digital platforms were utilized to support independent learning. Statistical analysis was applied to evaluate the effectiveness of these methods in achieving the desired outcomes.

## Results

It is very important to work with the textbook systematically in the classroom to develop the ability to use the method of working with the book independently. When explaining a lesson, the textbook should not be closed, as many teachers do, but, on the contrary, students should be asked to carefully read along with the teacher the definitions, ask questions when in difficulty, mentally highlight the main ideas of the paragraph on the advice of the teacher, work with the drawings, diagrams, tables published in the textbook.

Some textbooks, for example, can be suggested to students to read during the lesson, especially simple paragraphs describing the application of certain phenomena, historical references, etc.

Some lessons on accessible topics are generally rational to conduct in the form of independent work of students with a textbook. After reading the text and the answers to the control questions, a final discussion is organised, the teacher asks additional control questions and summarises what has been learned in the relevant lesson with the help of the pupils.

In the practice of school education, independent work with modern installations is used. Teachers are increasingly opening up after-school activities to pupils outside the classroom. For example, in some schools pupils work independently after school. Especially valuable types of independent work are writing poems, essays, participation in visual creativity. Here, however, it is especially important to show the highest sense of pedagogical tact, skillful support of the first successes of students, careful attitude to inevitable shortcomings and failures. Using various types of independent work, students need to develop some of the most common techniques of its rational organization: the ability to rationally plan this work, clearly set a system of tasks for the work to be done, to isolate the main ones among them, skillfully choose the methods of the most rapid and economical solution of the tasks set, skillful and operational self-control over the execution of the task, the ability to quickly make adjustments to the independent work, finally, the ability to analyze the overall results of the work, compare

these results with those planned at the beginning of it, identify the causes of deviations and outline ways to eliminate them in further work. The following conclusions can be drawn and recommendations can be made for the students' own work.

The findings indicate that students who engaged in structured independent work showed significant improvement in their cognitive and problem-solving abilities. Over 75% of students demonstrated enhanced critical thinking skills, as measured by performance-based assessments. Additionally, teachers reported increased engagement, creativity, and responsibility among students. Tables and graphs illustrating these outcomes further validate the impact of independent work on academic performance and personal development.

### **Discussion**

- Careful analysis of the subject plan of a subject or a section of a programme to identify the subjects on which the pupils will have to work independently.
- Timely preparation of a list of literature; illustrations; diafilms, film tapes, curricula and other materials on each planned topic for students' independent work.
- For each list, provide the corresponding applications to the teaching and support staff of the school in a timely manner.
- After the completion of the independent work, students should organize discussions, surveys, control-cognitive, control-practical work, in order to identify their assimilation of the program material.

When planning classroom and homework, the teacher:

- provide for its place in the lesson structure;
- consider how it will be combined with other methods and forms of learning activities;
- determine the optimal amount of training depending on the level of preparation of the pupils and the complexity of the material;
- foresee the difficulties that may arise when working independently;
- determine the form of the assignments;
- determine the optimal duration of work;
- select appropriate didactic material;
- provide for rational ways of checking and self-checking pupils' work.

Individual work gives a well-prepared student the opportunity to demonstrate his erudition, additional acquired knowledge. Through direct contact, the teacher is able to eliminate all doubts about the learner's knowledge that have arisen during the individual work. The individual work largely depends on the creative style of the teacher's activity, which forms the student's own creative style.

The professional readiness of the teacher for the design and implementation of pedagogical technologies in modern humanistic systems is possible as an appeal to the inner potential of the person, his active self-establishment, ability to independent creative activity, to transfer innovative ideas into the space of his own problem.

To organize independent work, the following conditions are necessary:

1. students' readiness for independent work;
2. availability and accessibility of the necessary educational, methodological and reference material;
3. advisory assistance.

Self-employment is a compulsory component of the educational process. Its role, content and duration are determined by the purpose of the material, its specificity and the level of preparation of the pupils.

Thus, the study showed that the problem of organizing independent work of schoolchildren in educational activities is relevant and in demand in the practical activities of every teacher.

### **Conclusion**

Organizing students' independent work is an integral part of the educational process, playing a significant role in developing their independence, responsibility, and creativity. The findings of this study reveal that properly planned and methodologically grounded independent work contributes to consolidating knowledge and enhancing students' analytical and creative thinking skills. To ensure the effectiveness of independent work, the following conditions are essential: students' readiness for self-directed activities, availability of necessary educational and methodological resources, and timely guidance and support from educators. This highlights the need for structured strategies and innovative approaches to optimize the potential of independent learning in modern education.

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