

THE SIGNIFICANCE OF INDEPENDENT ASSIGNMENTS IN TEACHING RUSSIAN LANGUAGE LESSONS

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Аннотация:

В статье говорится о том, что урок является одним из основных компонентов образовательного процесса. Кроме того, анализируется, что одним из основных видов деятельности является организация самостоятельной работы, включающей разные этапы урока. Кроме того, отмечается, что знания, умения и навыки студенты приобретают с помощью различных самостоятельных работ. Сделан вывод, что все эти работы дадут положительный результат только в том случае, если они представляют собой конкретную систему.

Ключевые слова: урок, самостоятельное обучение, вид, метод, качество, ученик, ученик, знания и умения.

Abstract:

The article talks about the fact that the lesson is one of the main components of the educational process. In addition, it is analyzed that one of the main types of activity is the organization of independent work, which includes different stages of the lesson. In addition, it is noted that students acquire knowledge, skills and abilities with the help of various independent works. It is concluded that all these works will give a positive result only if they represent a specific system.

Key words: lesson, independent education, type, method, quality, pupil, student, knowledge and skill.

By independent work system, we understand a set of interconnected, mutually defining types of work that logically arise from each other and are subordinate to common tasks. Each system must meet certain requirements or principles. Otherwise, it is not a system, but a collection of random facts, things, things, and events.

The following were defined as the main didactic requirements for creating an independent work system:

- the independent work system should help to form the main didactic tasks - students' acquisition of deep and solid knowledge, development of their

knowledge, independent acquisition, expansion and deepening of knowledge, and the ability to apply it, as well as:

- the system must meet the main principles of didactics, first of all, the principles of existence and systematicity, the connection of theory with practice, conscious and creative activity, the principle of teaching at a high scientific level;
- in order to ensure the formation of various skills and qualifications among schoolchildren, the activities included in the system should be different according to the purpose and content of education;
- the sequence of homework and independent work in the classroom should logically follow from the previous work and prepare the ground for the next tasks. In this case, not only "short-distance" but also "long-distance" connections between individual jobs are provided.

The choice of educational material plays an important role in the organization of independent work, because with its help we get information about the content of the training. However, the information itself has no meaning and has no effect on the child, apart from the needs of the child. If the information is relevant to the student's needs and processed emotionally, he will be motivated for further action. For this, the content of the educational material should be open to the student, based on his existing knowledge and life experience, but at the same time, the material should be very complex and difficult.

Systematically conducted independent work, when properly organized, helps students to acquire deeper and more solid knowledge compared to the knowledge obtained when the teacher gives ready-made knowledge. Organizing independent work of students with various didactic goals and content helps to develop their knowledge and creative abilities, and to develop their thinking. With a well-thought-out method of conducting independent work, the rate of development of practical skills among schoolchildren accelerates, and this, in turn, has a positive effect on the formation of cognitive skills.

Thus, independent work is an integral part of the educational process. Development is a complex process, there is a wide range of individual development opportunities for children, and therefore not all schoolchildren can achieve the same result. General development is considered as a holistic process. The successful development of a child in these three directions ensures the ability of a person to perform various types of activities - both cognitive and practical activities. The most important indicators of general development are emotional and volitional qualities, behavior, well-being, atmosphere in the classroom, school, cognitive interests, value instructions.

Folk wisdom says: a healthy mind resides in a healthy body, but it says the opposite: physical, body condition largely depends on the cheerfulness of the soul, the state of the soul. For the first time, Zankov put forward the principle of students' awareness of the educational process - self-knowledge, the ability to introspect. Therefore, if the grade remains in the Zankov system, it is not a leading indicator of the development of the student's personality, but a tool for external projection of educational results.

It is important to create conditions for the continuous development of cognitive interest in the general development system. Here are some important terms:

1. Educational activities are interesting if they are different.
2. It complements the picture of the new world and does not spoil it. The more the new material is related to what was previously learned, the more interesting it is.
3. Material that is too difficult or too easy is not interesting.
4. Involvement in the search process.
5. Understanding the importance and necessity of reading.

In addition to the lesson, excursions in school and outside the school, theatrical performances, lively communication between students, students and teachers are of special importance. Depending on the educational task, individual, group, frontal methods or a combination of these methods are used. In the lesson, the teacher's words, children's statements and the information received by them play the role of the teacher. The rule for students is to understand information independently, it is normal for them to work with reference books and other additional literature in the library. Thus, conditions are created for the development of self-discipline. The standard parts of the lesson are blurred: questioning, explanation, reinforcement. The knowledge of students works to constantly connect new knowledge with previously acquired knowledge.

Lesson content. During the lesson, the teacher plans to either learn new material, or to discover new connections between what students have learned, or to clash and separate similar but different knowledge. In each lesson, students consider a new situation. Therefore, the following rules should be taken into account when determining the content of the lesson:

- various resources for lesson content: textbook, workbook, literature, dictionaries, surrounding reality,
- the ratio of what is new and what is already known in the lesson;
- the level of innovation in the content of each task;

- the breadth, richness, depth of the problems and connections under consideration.

Educational process. When planning the educational process, the teacher pays attention to the richness and variety of activities offered to children. He thinks about the connection between the reproductive and creative activities of schoolchildren in the classroom, the justification of using direct and indirect methods of learning. He tries to create such a situation that schoolchildren discover new knowledge and methods of activity as a result of solving conflicts, finding the right solution options, establishing relationships and interdependencies.

The nature of the relationship between students and the teacher should not prevent students from thinking freely, independently discovering new things, relying on what is already known. L.V. Zankov urged teachers to pause after a problematic question to give students an opportunity to think and discuss the answer with each other. It is not the teacher, but schoolchildren who should judge the correctness or incorrectness of the search by the answers of their friends. Students experience many emotions and experience a variety of emotions when dealing with challenges and solving problems. Thanks to this, there is no room for the main enemy of knowledge - boredom.

By independent work in the study of the Russian language, I mean mental activity organized and directed by the teacher, during which students acquire the necessary knowledge and skills, learn to observe, compare, juxtapose, analyze language phenomena. type is understood.

The main goal of such work is to teach children to learn independently, and for this, it is necessary to systematically form the habit of independent work in students. In the lesson, it is necessary to create conditions for the formation of skills and competencies of independent work. Through independent practice in reading, writing, and grammar, students not only improve their knowledge and skills, but also learn to become independent learners.

The educational power of independent work to form a creative personality L.N. Tolstoy says: "If a student does not learn to create something himself at school, he will always imitate and copy in life."

Independent work should be carried out at all stages of learning: explaining new theoretical material from the textbook, strengthening it, performing various exercises, general repetition, and finally, performing control tasks.

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