



## THE CONTENT AND ESSENCE OF INDEPENDENT EDUCATION IN IMPROVING THE METHOD OF TEACHING THE MOTHER TONGUE.

**Kuranbayeva Husnora Abdullayevna**  
TAFU "Pedagogy" department senior teacher

### Article history:

**Received:** 11<sup>th</sup> November 2023  
**Accepted:** 11<sup>th</sup> December 2023  
**Published:** 18<sup>th</sup> January 2024

### Abstract:

To create an opportunity to methodically form the educational trajectory, to improve the linguo-pedagogical competences of the future elementary school teachers, to have the opportunity to develop several speech skills during the completion of one educational task, to increase students' interest in science, based on the fact that it is desirable for future elementary school teachers to have a conscious approach to the implementation of their tasks, to follow the didactic sequence in their implementation, to be able to communicate correctly with artificial intelligence in order to find tasks from modern information sources, and to introduce given.

### Keywords:

The training of new highly qualified specialists who are able to work effectively in the innovative educational market space has become an important condition for the successful implementation of reforms in HEIs of Uzbekistan. It led to the credit technology of education in higher educational institutions of the Republic of Uzbekistan and a fundamental revision of the quantitative and qualitative content of education.

In the educational process, there are two types of independent educational assignment work - outside of class and during class, independent work on discipline is carried out under the direct supervision of the teacher and in a group according to his assignment.

The work of independent educational assignments outside the group discussed in this study is carried out by the student according to the teacher's assignment, but without his direct participation.

There are types of independent educational assignments for students outside of the group:

- prepare and write essays on given topics and the student is given the right to choose a topic;
- independent solution of situational problems using conditions from problematic books, creation of tasks by providing answer standards;
- selection and study of literary sources, working with periodicals;
- preparation for participation in scientific and practical conferences both within the university and at other higher educational institutions;
- designing multimedia presentations of specific topics, accompanying the presentation of lectures;
- preparation of diagrams, tables, crossword puzzles, test tasks. The special role of independent work is determined by the following reasons.

Allows optimal use of individual characteristics and abilities of each student:

- helps to turn knowledge into beliefs;
- develops clarity, organization, critical and analytical understanding, logical thinking;
- provides preparation for professional activity, own opinion, creativity, individuality.

The goal of students' work on independent educational assignments is to acquire fundamental knowledge, professional skills and professional skills, experience in creative and research activities.

In the course of the study, the student must not only master the curriculum, but also acquire the skills of independent work - he must plan and carry out his work. The work of independent educational tasks of students is one of the main forms of work outside of class in the implementation of curricula and programs, individual or collective work that is carried out without the direct guidance of the teacher, but according to his assignment and under his control. It is described as a lim activity.

The work of independent educational tasks helps to develop independence, responsibility and organization, creative approach to solving educational and professional problems. The work of independent educational tasks of students is mandatory for each student and is determined by the curriculum. Forms and volume of independent educational tasks of students are determined by the content of the subject in the development of work programs of educational subjects, taking into account the level of preparation of students.

The work of independent educational tasks can be multidimensional in terms of its characteristics, types, forms, which is true, only in some cases it is live



independent, and in others it is veiled-independent and it is characterized by the following signs Russian scientists Slastyon V.A., Isaev I.F., Shiyonov Ye.N describe.

1) pedagogical goal - educational or test;

2) specific tasks, theoretical study of the problem, expanding the characteristics of the phenomenon, mastering the method, testing the method, drawing a diagram, drawing a graph;

3) nature of student activity:

-reproductive, which requires memorization and understanding - assimilation and reproduction of information in lectures, books, computers;

- performing "standard" work with some modifications;

-partial research work that requires knowledge of previously studied material and the ability to establish some connections;

- solving creative work-situational issues, a type of business game.

4) the degree of independence is characteristic of the nature of the student's activity, reproductive work requires minimum independence, medium - reconstructive-changing, maximum - creative.

5) according to the form of the book, abstract, report, tools and equipment:

- assimilation;

- generalization-border control, carried out in preparation for the exam;

- demonstration-seminar or laboratory work or answer in the textbook;

-application-the use of knowledge in solving theoretical, mathematical, methodological problems-the work of independent educational tasks includes combining them. Work on the development of skills that will ensure students' independent learning of new material should begin in class activities. Mukasheva A.K. Mustafina M.N., Shatanova R.K. You can invite the group to independently study this or that textbook material. To carry out such work, firstly, the teacher must make sure that every student is ready for it, and secondly, what exactly the student knows and can do after doing this work.

Based on the system of oral and written exercises of the initial independent educational tasks, the teacher should prepare the necessary base to ensure independence in this work. Specific questions and assignments can be written (or projected onto the screen) on the board in advance to guide students and lead them to the end goal of the activity. If there are questions about the textbooks, you can indicate which questions the student should answer based on the study of this material. By finding that students did not

ask questions during the course of the lesson, as noted in the textbooks, you can invite students who did not directly answer the lesson, and therefore some students' opinions are required. Perhaps not all students can answer them. However, each independent work on learning new material must necessarily end with understanding what has been learned. It is desirable that assignments from textbooks, independently studied material be fixed here. In this case, only individual students have to prepare and repeat it at home, and there is no homework overload. The question of how much time a student should spend on homework depends largely on how the student understands the textbook material and how it is structured. (They will be tasked with creating 10 complex, average questions using the lessons on the topic and preparing answers to these questions) this, in turn, is the ability of students to work on independent educational tasks and the presence of academic work skills provided with. An important point in organizing the work of independent educational tasks is methodological and information provision, that is, in addition to the textbook, it is necessary to implement the material and technical provision of things obtained from laboratory equipment.

The following conditions are necessary for the organization of independent educational assignments

- readiness of students for independent educational assignments;

- availability of necessary educational, methodological and reference materials;

- consulting support.

In the matter of managing independent work, the purpose of the independent study assignment work should be clearly developed, and in the small courses we work with, it can be brought closer to the requirements of the qualification characteristic - it is necessary to study, master the methodology, find in the literature, take notes, refer. It should be noted that the level of literacy in the content of native language education in the planning of independent educational tasks depends on the quality of its implementation and assessment in supervision. Control of independent educational tasks should be educational, not just checking. The forms of control are very diverse:

-Controlling the quality of questions;

- control over tests;

- group seminar, discussion.

However, any control must comply with the following requirements:

- control in the specified periods;



- individuality;
- objectivity;
- the depth and completeness of control, because superficial control underestimates the importance of independent work and, as a result, causes dissatisfaction of the student;
- the student's understanding of the nature of mistakes and the need to correct them.

Thus, wide use of the recommended independent work methods, stimulation of mental and practical activity, develops the student's intellectual qualities, ensures his desire to acquire constant knowledge in the future.

In pedagogy, taking into account the processes and practical actions of human thinking, they were expressed by certain pedagogical categories such as knowledge, skills, qualifications, competence. In addition, the American scientist Benjamin Bloom developed a theoretical model of the stages of the cognitive process. According to it, cognitive processes consist of the following levels:

1. Knowledge (independent educational tasks)
2. Understanding (independent learning tasks)
3. Application (independent educational task)
4. Analysis (independent educational task)
5. Synthesis (independent educational task)
6. Assessment (independent learning task)

As can be seen from the above, the process of knowing and receiving is a unique phenomenon, and in the context of mother tongue education, it is necessary to determine the criteria for evaluating students' reading comprehension skills, and to determine the cognitive skills underlying them. a process that requires specificity, a special approach, and a conclusion based on experience and testing. The presentation of the material by the teacher should be rationally combined with independent educational tasks of students to acquire knowledge, skills and abilities. This requires high skills that every teacher should acquire. Credit technology for the purpose of international recognition of national educational programs in the Republic, strengthening the academic mobility of students and teachers, as well as improving the quality of education and ensuring the continuity of all levels and stages of higher and post-higher education. is being introduced.

The credit system of education is an educational technology that increases the level of creative development based on self-education and individualization of knowledge, the selection of an educational trajectory within the framework of the regulation of the educational process, and taking into account the amount of knowledge. Form of loans. This

allows for a more flexible approach to the educational process, the student can choose more courses for self-study. In official sources, the "concept" of "credit" is interpreted as a single unit of measurement of the amount of educational work of a student-teacher. One credit is equivalent to one academic hour of student work per week during the academic term. Each academic hour of lecture, practical (seminar) and classroom training is two contact hours (100 minutes) for a student (TMI) at the bachelor's level, and four contact hours (200 minutes) for a master's student. Credit teaching technology is a method of organizing the educational process, in which students have the opportunity to individually plan the sequence of the educational trajectory. The essence of the credit technology of teaching is that the labor intensity of educational work is taken into account in the credits that describe the volume of the taught material. One of the main tasks of the credit technology of education is to increase the role of independent work of students. The purpose of introducing credit technology into the educational process of HEIs:

- integration of the national education system into the international education space;
- ensuring the academic mobility of subjects of the educational process;

In order to ensure the effectiveness and quality of the introduction of credit technology in education, credit technologies, standards, curricula, job descriptions, principles of selecting the content of training courses, teaching principles and methods, organization of the educational process, students' under the independent study assignment work (TMI) credit system. TMI is one of the main resources for improving the quality of education and training future specialists. According to the credit system of education, it makes up two-thirds of the total labor intensity of the studied course. In this regard, the problem of proper and effective organization of students' independent educational assignments in the context of the introduction of the credit system of education is very urgent. Thus, the introduction of credit technology in higher educational institutions requires a radical revision of the organization of the educational process at the university, changes in teaching technology and their methodological support, students' independent educational tasks allows you to focus on activating your work (TMI). TMI is work on a clear list of controlled topics in the form of tests, checklists, colloquiums, abstracts, essays and reports, provided with educational and methodological literature and recommendations for independent study. The entire scope of TMI should be confirmed by



tasks that require the student to work independently on a daily basis. TMI hours include consultations on the most difficult curriculum issues, homework, reports, and other types of TMI tasks. The content of the student's independent work (TMI) is necessarily reflected in the work program and curriculum of the subject. Independent work of students is a method of active and purposeful assimilation of new knowledge and skills by the student without the direct participation of teachers in the process. Organizational measures to develop the student's ability to work on independent educational assignments, to nurture their creative activity and initiative, as well as to ensure normal functioning of students' independent work in general, should be based on the following conditions:

- the work of an independent educational assignment should be specific to its subject area;
- independent educational task work should be carried out with effective, continuous monitoring and evaluation of its results. In order to effectively organize students' independent educational tasks, a teacher of higher education should know and it is recommended to follow the principles of its organization:
  - the principle of systematicity and consistency;
  - principle of operation; principle of individual approach;
  - the principle of existence; the principle of appearance;
  - Scientifically based time calculation and homework formation.

- student's self-control and self-assessment;
- monitoring and evaluation by teachers, state examination and certification commissions.

Independent educational task work in higher education is a unique means of organizing and managing the independent activities of students in the educational process, self

-organization and self-confidence of students in mastering the methods of professional activity. zi educational tool.

The analysis of existing scientific psychological and pedagogical literature shows different approaches and an ambiguous definition of the concept of "students' independent educational task work". TMI is considered as a form of educational and scientific knowledge, as a form of educational organization, as a teaching method, as a method of creative thinking and as a teaching tool.

There are many classifications based on different criteria:

- as a teaching method for didactic purpose (B.P. Yesipov);
- as a method of teaching on sources of knowledge (E. Ya. Golant, V. P. Strezikozin);
- by type of tasks (M. Kharunov, P. Pidkasissiy);
- creative thinking on content (I.E.Cnt);
- multi-level classification as a teaching method (O. A. Nilson, I. Ya. Lerner) conducted research. Thus, the classification of the types of independent educational task work depends on the pedagogical goal, the nature of the student's activity, the type of independent work, the independent work of students, the degree of independence, as well as the specific characteristics of the discipline. content, characteristics of teaching methods and methods, specific tasks.

Activities that create the necessary conditions and conditions for the completion of independent educational tasks are for each student:

- information resources (reference books, textbooks, banks of special tasks, educational programs, application software packages, etc.);
- methodological materials (instructions, manuals, workshops, workbooks, etc.);
- control materials (tests, situational tasks);
- material resources (laboratory, measuring equipment, etc.);
- time resources; consultations;
- the possibility of choosing an individual educational trajectory (curriculum based on optional subjects);
- the possibility of public discussion of the theoretical and/or practical results obtained independently by the student (conferences, Olympiads, competitions).

A student in the process of working on an independent educational assignment

- assimilation of theoretical material on the studied subject (TMI topics, individual issues of topics, individual rules, etc.);
- strengthening knowledge of theoretical material in a practical way with the help of necessary tools (solving situational tasks, performing control work, self-tests);
- apply the acquired knowledge and practical skills to analyze the situation and develop the right solution (preparation for a group discussion, work prepared as part of a business game, "practical work", written analysis of a specific situation , project development, etc.);
- application of the acquired knowledge and skills to develop one's role, theory, model (writing a thesis, student's research work, etc.) Assignments received by the student must be completed on time





and completely. TMI is offered as part-time work, testing can be done in seminars, practicals and TMIs. When performing tasks, you need the following:

- study the subject independently, consult with the teacher if necessary;

the goal of students is to study mandatory and additional literature, statistical data materials, to be able to analyze them to justify the necessary strategies and decisions;

these tasks are prepared individually or in groups. TMI includes reproduction and creative processes in student activity and can be implemented at three levels. Reproductive activity (assimilation and reproduction of educational material, preparation of independent works performed according to the sample:

- 1) solving problems, filling in tables, diagrams; the purpose of such work is to strengthen knowledge, develop knowledge, skills and abilities);

- 2) reproductive and practical activity (mastery of educational material based on own experience, examination of material in practice, activity, during independent work, plan, abstracts, annotation is carried out);

- 3) creative activity (the student must independently choose the tools and methods of work, critically evaluate the educational material and use it for effective thinking and activity, term papers and theses are performed at this level)

TMI forms:

Summary – Critical review or presentation of 14 topics on 12-4 pages of A10 format, TNR font. The structure is traditional: title page, introduction, main body, conclusions, list of sources used. The abstract can be made available for group discussion.

The report is a summary of the main rules of the topic, which lasts 3-5 minutes. A synopsis is a brief description of a topic with a breakdown of key concepts on pages 2-4 of a workbook in a standard format.

Glossary - a dictionary of concepts and terms on a given topic, arranged in a table.

A case is a situation that requires a solution during group analysis. The group consists of 3-4 people who independently discuss the problem and develop ways to solve it. The results of the decision are presented in the form of a presentation of the final report in the general group.

The report is a written and oral description of the results obtained during the study, the main problems and proposals for development.

Presentation is a form of presenting information with or without the help of various technical means. As

a rule, new ideas, projects, services, etc. is provided. It includes text, illustrations and is created in a unique graphic style. A project is a research on a topic that involves the search, collection and analysis of the necessary data, carried out individually or in a group.

Debate is a discussion of previously prepared issues of the topic with a conclusion.

Tasks for a student's independent educational assignment work should be clearly developed, differentiated by the subjects of the studied subject, and their size should be determined by the hours allocated in the curriculum. The following types of tasks are recommended:

- get a note;
- abstraction of literature;
- annotating articles and books;
- in-depth analysis of scientific and methodological literature;

conclusion of the lecture, adding the conclusion with recommended literature; TMI supervisory work in the performance of independent, supervisory and thesis work:

- writing an essay on the given problem;
- calculation and graphic work (GIB);
- performing the tasks of monitoring and collecting materials during the operation;
- Analytical analysis of a scientific publication on a topic predetermined by the teacher;
- analysis of specific evidence and materials on a specific topic, making calculations, drawing up diagrams and models based on statistical materials.

The following conditions are of great importance for the correct and effective organization of TMI in education at HEIs:

- readiness to effectively organize independent educational assignments under the credit system of teacher training;

- the presence of a teaching-methodological complex for each subject, including a description of the course in printed and electronic form, the forms and means of monitoring the level of independent development of TMI by the student, their content and duration, the entire course for the student guide for the educational process, study period;

- the availability of educational, didactic and educational materials, providing the library with the necessary literature;

- choosing the form of TMI depending on the goals and tasks of the discipline, the level of complexity and the demand for practice;

- The main goals of tasks for TMI should be clear for students, educational tasks should include



elements of innovation, algorithms for their implementation;

- availability of computer and telecommunication equipment;

- TMI should be implemented taking into account the individualization of tasks, as well as the preparation and ability of each student;

- the use of innovative and advanced communication technologies (a set of technical tools that provide students with free access to various information sources and create optimal conditions for using electronic educational tools);

- Using various forms of organization of TMI allows to stimulate students' knowledge activity most effectively;

- high workload of students on independent educational assignments;

- The TMI monitoring system should have a personal, developmental direction and creative character, be related to self-control, and should be useful and useful to the student;

- implementation of interdisciplinary independent educational assignments and projects;

- development of social infrastructure, improvement of living and recreation conditions of students and other organizational and subjective factors.

- TMI can be organized on the basis of computer and information and pedagogical technologies, and their implementation can be carried out in the following ways:

computer training programs, control programs, demonstration programs, computer models, etc. based on electronic lessons in a hybrid way (Online and Offline).

In the modern practice of higher education institutions of Uzbekistan, various methods and techniques are used to increase the efficiency of students' independent educational assignments. Among them, the following can be noted:

- teaching students the methods of independent educational assignment work;

- development of self-regulation of students' educational activities;

- to encourage independent educational assignments based on the demonstration of the need to master educational materials for future educational and professional activities;

- Differentiation and individualization of tasks for TMI;

- attitude towards knowledge of development of stable positive activity; methodological support of TMI;

- Different tasks for TMI;

- Organization of mandatory control of TMI;

- Differentiated assessment of TMI results;

- use of computer technologies with didactic capabilities;

- Introduction of pairs and small group forms and methods of TMI, etc.

- Organization of students' independent educational tasks in the conditions of credit technology.

Lecture plan:

1. In the conditions of credit technology, the student's native language is the main form of education, independent educational task work is the main form of education;

2. Requirements for organizing students' independent educational task activities. The technology of its organization;

3. FTMI - student's independent educational task under the guidance of the teacher;

4. Tutoring in pedagogical activities (individual education);

5. Portfolio - as a form of assessment of students' achievements in independent educational tasks and their evaluation.

The first experience of introducing the credit education system showed that one of the main tasks of organizing the educational process using the credit system is to strengthen the role of the student's (TMI) independent educational task work, its importance is undeniable, because the size of the credit system is reasonable shorten Group lessons contribute to the development of students' abilities to focus on independent learning and self-development, free critical thinking skills. The current reform of higher education is related to the transition to the paradigm of learning and implementation education. Today, it is urgent to develop the need to prepare future specialists in higher educational institutions and for self-education, to independently acquire and supplement their knowledge, to skillfully and quickly manage the flow of various information: technical, reference, scientific. This can be achieved on the basis of students' independent educational assignments. Strengthening the role of students' independent educational task work means a fundamental revision of the organization of the educational process in HEIs, this study is aimed at developing the student's ability to self-develop, creative application of acquired knowledge, methods of adaptation, professional activity in the modern world. Students' independent educational assignments are studied by many scientists.



So, N. Umarova considers independent work in several aspects:

- social;
- didactic;
- psychological;

- educational; He rightly emphasizes that the task of higher education is, first of all, to teach students to independently supplement and improve their knowledge. Therefore, on the basis of independent work, the social problem facing the university - teaching students to study is solved. Didactically, independent work serves as one of the main ways of acquiring knowledge, skills and abilities, as well as one of the organizational forms of education. Pedagogically and psychologically, the student's work on independent educational tasks is, first of all, a system of knowledge processes aimed at independent acquisition of knowledge, skills and abilities. The educational role of independent work is that it is an active means of training the personal qualities of a future specialist. E.L. Belkin determines the pedagogical foundations of the work of independent educational tasks of students. V.A. Belovolov and S.P. Belovolova consider the issues of organization and content of the work of independent educational tasks of students.

The concept of "work of independent educational tasks" is used by the authors in different ways, depending on the content of the concept of "independent educational tasks":

- the student does the work himself without the direct participation of the teacher;
- the student thinks independently, orients himself to the educational material;

-many researchers who divide the educational load into compulsory classes and work outside the group call the latter independent. It has become traditional to define the independent educational tasks of students as part of the educational process, which the student plans and executes without the direct participation of the teacher.

K.K. Gomoyunov also calls the planned work of students, which is carried out according to the assignment and under the methodical guidance of the teacher, but which is carried out without his direct participation, as independent work.

This definition, in our opinion, reflects the content of the student's extracurricular independent work (ITI) of the education we are considering. The credit technology of teaching implies two types of work on independent educational tasks of the student: independent work of the student outside the group (TMI), which is planned by the teacher, but is carried

out without his direct participation; independent work of the student in a group under the guidance of the teacher, as well as planned by the teacher.

## REFERENCES.

1. 1.Xayrullin G.T., Xmel N.D. Pedagogika. Kurs leksiy. - Almati: AGU im. Abaya, 2003.–S. 75.
2. 2.Slastenin V.A., Isaev I.F., Shiyanov Ye.N. Pedagogika. - M.: Akademiya, 2004
3. 3.Mukashyeva A.K. Mustafina M.N., Shatanova R.K. Samostoyatelnaya rabota studentov v kreditnoy sisteme obucheniya <https://cyberleninka.ru/>
4. 4.Alekseeva L.P. i dr. Obespechenie samostoyatelnoy raboty studentov // Specialist. - 2005. - № 6. –S.88.
5. 5.Bloom, B.S., (Ed.). 1956. Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York: Longman.
6. 6.M.E.Axmedova (hammualliflar) Pedagogik mahorat tibbiy pedagogianing kasbiy kompetentligi.T.:Tnibbiyot matbaa nashriyot uyi MCHJ.-2021y.103(126)
7. 7.Lerner I. Ya. Didakticheskie osnovi metodov obucheniya Tekst. / I. Ya. Lerner. – M.: Pedagogika, 1981. –186 s.
8. 8.Lixachyev B.T. Pedagogika. Kurs leksiy. Uchebnoe posobie. - M.: Prometey, 1992. - 528 s.
9. 9.N.Umarova.Talabalarning o'zbekcha yozma nutqinio'stirishda zamonaviy texnologiyalardan foydalanish metodikasi. Ped.fan.nom.... dis.T.:2007.
10. 10.Noviye pedagogicheskie i informatsionnye texnologii v sisteme obrazovaniya. / Pod red. Ye.S. Polat. M. 2002.