

THE IMPORTANCE OF TEACHING PRIMARY SCHOOL STUDENTS TO WORK INDEPENDENTLY IN THE EDUCATIONAL PROCESS

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Annotation: This article discusses the role and importance of developing independent work skills in primary school students and teaching students to work independently.

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Nowadays, based on traditional methods, the acquisition of ready-made knowledge is not the main goal, but the objective need to develop students' intellectual abilities, independent choice and decision-making skills. To do this, students need to be taught the skills of independent research, thinking, comparing different points of view, analyzing, and drawing conclusions. The experience of world pedagogy shows that the organization of independent learning activities plays a special role in the training of personnel with these characteristics and gives positive results. Because in today's world of information and knowledge, not all information is available in the classroom. The ability to think independently, which is needed to come up with a solution to a problem and a task, and to choose the optimal option, is formed and strengthened only in the process of independent creative work.

Today, in the scientific and educational literature, the terms "independent work", "independent learning", "self-education", "independent reading" are used as synonyms. In the "Explanatory Dictionary of Pedagogy" the concepts of "independent education", "independent work" have the same meaning, and the form of training for the purpose of strengthening the acquired knowledge, skills and abilities, the study of additional material considered.

Psychologists and educators say that if students are not taught independence in learning, their knowledge will be superficial. Studies by BP Yesipov, MA Danilov, LV Zankov and GS Asanova have shown that students' independent work is an effective means of education.

The following criteria and requirements are required for students to be effective in their independent learning activities at school:

- *a systematic approach to the organization of independent learning activities;*
- *coordination and integration of all its stages;*
- *strict control over the implementation of tasks;*
- *creation and improvement of educational and methodical support of independent activity.*

What types of independent work should be? First of all, the types of work should be carefully thought out by the teacher, based on the purpose of education and continuous. At the same time, the opportunities of each student should be taken into account, their age and interests should not be overlooked.

One of the quotes from the mental development of students is that they complete the tasks "by heart".

Particular attention is paid to the ability to understand (imagine) the purpose of the work, to plan it and choose the method of work, to independently find and correct errors.

As in all subjects, independent work plays an important role in teaching students to think independently in primary school mother tongue classes. It is well known that independent reproductive work involves the practical application of previously acquired knowledge by students.

Sample-based independent work on such independent work, commenting writing, grammar assignment dictations. This type of exercise partially affects students' independent thinking, and it is often based on textbook exercises.

Here is one of the extracurricular independent works.

"Train." Such independent work can be used in the 1st grade native language lesson on the topic of "Speech".

Each sentence is written on a separate piece of paper in the form of a train car the word is written separately and mixed.

The students' task is to pick up the wagons in such a way that the result is correct let it be

For example: First, the Princess went to class.

Correct Answer: The princess went to first grade.

It is useful to choose convenient ways for students to complete tasks quickly and correctly, to ask leading questions and to recommend key words for its organization. It is natural that students have difficulties in the quality of independent work. Because their imagination is still bright, their vocabulary is not enough.

Experiments show that children are quick to observe when working under the guidance of a teacher. They should be encouraged to think more independently so that they do not become accustomed to it. In order to get the students' attention, they recall the events in the text: Why? Why did it happen? What do you think it should have been like? If you ask questions like, agree with his opinion and think again, you will find it very good, very good! It is useful to use words of encouragement such as

The following methodological requirements are set for independent work of students:

1. Independent work should be in accordance with the abilities and readiness of students, they can perform, and at the same time develop their thinking skills, creative initiative.

2. Independent work of students should require the use of previously acquired knowledge, skills, as well as experience, and further develop them.

3. The choice of the content and type of independent work should correspond to the age characteristics of students, their training and individual characteristics.

4. The content of independent work should be varied and interesting. The results should be innovative to the students.

5. The results of each independent work should be analyzed, discussed and evaluated in a timely manner, and the results of independent work should be used in the educational process.

The bottom line is that independent activity increases activity. Free learning has a good effect on teaching students to work independently. Independent activity makes a person alert and responsive. This activity should be developed in a way that is appropriate for primary school students. To do this, first of all, it is necessary to mentally prepare students for independent work, to make sure that they can do something and do it well.

We must bring up in the spirit of love for the motherland.

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