

The Essence and Content of the Organization of Independent Work in Elementary School Mathematics Lessons

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Annotation: In this article we talk about the essence and content of the organization of independent work in elementary school mathematics lessons, reveal the goal and functions of the organization of independent work and talk about independent types of work.

Keywords: Psychological and pedagogical approach, independent work, didactic goal, assessment, incentives.

In the global world, people should be able to independently demonstrate the latest educational trends, which will undoubtedly come from school. Thus, the main task in modern schools is not to give students certain knowledge nor to form skills, but to teach them to independently acquire this knowledge.

We live under the high demands of life. The organization of Education motivates us to look for new, more effective psychological and pedagogical approaches aimed at adapting educational and upbringing methods to requirements. In this sense, the issue of introducing effective independent methods of work into the educational process is especially actual. This ability to work independently develops students' desire for self-confident, independent, knowledgeable, extraordinary thinking. At the moment, just such people are needed. We often consider elementary school students to have mastered a lot of theoretical knowledge, but they do not know how to apply this knowledge in practice, do not know how to think and take independently, have difficulty making decisions as a result of practical activity. Therefore, teachers must teach their students to work independently.

The organization of independent work, its management is the responsible and difficult work of each teacher. One of the main functions of independent work is the formation of a highly civilized personality, since people develop only in independent intellectual and spiritual activity.

Independent work is a means of deep and intensive intellectual struggle of students, a means of forming their activity and independence, personal characteristics and their intellectual development. A child who enters the school for the first time cannot independently set his goals, he cannot plan his actions, correct their implementation and relate the results with his goals. In the process of teaching in the classroom, he must achieve a sufficiently high level of independence so that he has the opportunity to gain knowledge in the process of solving various problems and solving educational problems.

Today, in the works of a number of researchers-teachers such as A.B.Baranov, M.N.Skatkin, I.Y.Lerner and others, various aspects of the problem of student activity and independence in school lessons are considered [4]. They undoubtedly made certain achievements in the development of teaching theory, in the use of independent work in the system of classes and homework (E.Y.Golant, N.G.Dairi, B.P.Esipov, R.M.Mikelsan) [3].

However, there are still enough publications, especially on the problem of the student's activity in the educational process and the system of independent work, in which the task of training mainly people with extensive education, creative thinking is solved.

Sometimes independent work leads schoolchildren to difficulties. It requires emotional and mental strain, generating many unexpected questions and mistakes, doubts and experiences.

Independent work is a cognitive educational activity that is performed without the direct participation of the teacher, but is performed within a certain period of time on his assignment. Independent work should be applied purposefully in classes, including mathematics lessons, since it develops the will, work capacity, attention and discipline of students. However, its forms, methods of organization and role in the educational process are very different.

The question of how to organize Independent Education, Activity is definitely important, since the development of a learning task largely determines its effectiveness. Factors such as students' age, discipline, cognitive ability, students' qualifications, desired curriculum results, strategic results of the institution, and skills required by students influence the activities planned by teachers.

At the same time, in mathematics lessons, primary school teachers often organize independent work of junior schoolchildren, without taking into account their scientific basis. A practical solution to the problem of independent activity of a student, its theoretical justification and development of a practical methodological base allow teachers to adapt the educational system to the needs of the development of the modern world.

According to many teachers concept children should work as independently as possible in the lessons=, and the teacher should manage this independent work, give it material. At the same time, in educational practice, in rare cases, independent work can be seen aimed at the formation of methods of cognitive activity.

Analysis of pedagogical experience and documentation shows that the organization of independent work of young students in elementary school mathematics lessons is relevant from the point of view of the teacher's activities. Because the teacher performs the task not only to provide strong knowledge provided for in the program, but also to develop the independence and thinking activity of students.

Independent activities of students in mathematics lessons are effective if the teacher and students make changes to the current program, which includes 3 blocks (preparation, basic, correction) with certain stages of their work.

The goal and hypothesis made it possible to identify the following tasks of the study:

1. to identify the essence of the concept of “independent work” and analyze the current state of this problem in order to identify the psychological and pedagogical aspects of the formation of the skills of independent work of young students in the process of educational activity;
2. assessment of the level of formation of independent work of Primary School students in mathematics lessons;
3. making changes to the current program for the organization of independent work of young students in mathematics lessons;
4. analysis of the effectiveness of changes included in the program for the organization of independent work of young students in mathematics lessons;
5. Development of recommendations for further improvement of the organization of independent work of young students in mathematics lessons.

In elementary grades, especially at the initial stage of teaching, educational work is widely used, which is carried out under the direct leadership of the teacher, the teacher skillfully directs the work of students to the desired mark.

Each new concept must be integrated into a previously mastered system of knowledge. Therefore, at the stage of consolidation, exercises related to the systematization of knowledge are introduced. For example: after learning to name the first decimal numbers, students systematize knowledge about the number under the guidance of a teacher, in which they show how each number in the natural series is formed from the next number after itself, how many it is more than the previous number, how many smaller than the next.

In addition to mastering knowledge in mathematics, students need to acquire computing, measurement, graphic readings and skills and learn to solve issues. In this, the teacher will definitely teach to use theoretical material.

In later times, more and more attention is paid to the independent work of students as an effective method that allows you to increase the effectiveness of training. Independent work of students is used at all stages of teaching.

In the didactic literature, the concept of independent work is described in different ways. The definition given by B.P. Yesipov is recognized as the most correct:

Independent work of students in the learning process is work performed on specific tasks for a specially allocated period of time, without the direct participation of the teacher: in this, students spend their energy on achieving the goal set in the assignment, consciously striving for the result of mental or physical actions, expressing in some form [2].

Independent work is mutually differentiated according to:

- a) By didactic purpose. These works can be aimed at preparing students for the adoption (perception) of new material, mastering new knowledge, strengthening, repeating the previously mentioned material:
- b) Work on the material on which students work independently: textbook, didactic material, work with notebooks with a printed basis.
- c) According to the action of the activity required of students: from this point of view, the work is differentiated according to the given sample, according to the rule.
- d) by the method of Organization: general class work, in which all students of the class perform one work itself; gruppall work, in which different groups of students work on different tasks, individual work, in which each student works on a special task.

The organization of independent work in mathematics lessons in a small Comprehensive School is a necessary part of each lesson. Independent work includes the main part of the lesson. Hence, the importance of introducing students to independent methods of work, working on mathematical material is great.

If the goal of independent work and the methods of execution are obvious to students, the work will be carried out successfully. For this reason, guidance regarding the performance of the work is important. They should be concise, clear. For example: guidance regarding the solution of an issue may be as follows: follow a short record of the condition of the issue and explain its solution in steps. Check the solution by solving it in other ways.

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