

# ORGANIZATION AND FORMS OF INDEPENDENT WORK IN THE RUSSIAN LANGUAGE IN A SECONDARY SPECIAL EDUCATIONAL INSTITUTION

Kasymova F. S.

Senior Lecturer of the Department Russian Language and  
Methods of Teaching Jizzakh State Pedagogical University A. Kadiri University

## Abstract

The article discusses the organization of independent work as a way of active, purposeful acquisition of new knowledge and skills by a student in the process of frontal, group and individual educational activities, carried out under the guidance of a teacher, but without the direct participation of a teacher.

**Keywords:** independent work, implementation of programs, information search, assimilation, application, knowledge transfer, fixation of results.

## Introduction

The organization of students' independent work is regulated by the Model Regulations, the State Educational Standards, and the Regulations on the Department of the Russian Language Teaching.

The method of organizing independent work depends on the structure, nature and features of the discipline being studied, the number of hours allotted for its study, the type of tasks for independent work, the individual qualities of students and the conditions of educational activity. [3, 72]

Independent work of a student is a way of active, purposeful acquisition by a student of new knowledge and skills in the process of frontal, group and individual educational activities, carried out under the guidance of a teacher, but without the direct participation of a teacher.

The process of organizing independent work includes the following stages.

1. Preparatory (definition of goals, preparation of a program, preparation of technical support, preparation of equipment).
2. The main one (implementation of the program, the use of techniques for searching for information, assimilation, processing, application, transfer of knowledge, recording the results, self-organization of the work process).

Final (assessment of the significance and analysis of the results, their systematization, assessment of the effectiveness of the program and methods of work, conclusions on the directions of labor optimization). [2, 256]

Independent activity covers all aspects of the cognitive process: from the first acquaintance with the object of cognition to the complete mastery of knowledge. It is necessary to accustom the student to



the idea that his independent work begins in the course of the lesson, and not after it, that teachers need not just the presence of the student, but his desire to delve into the subject being studied. Without this, sitting in the classroom is not only useless, but also harmful, because it teaches us to spend time. The organization of independent work is provided by the Educational and Methodological Council of Colleges and Lyceums, departments, teachers of secondary specialized educational institutions, a library, technical centers, and methodological offices. [1,54]

By organizing the independent work of students, the following **didactic and educational goals are realized:**

- acquisition of new knowledge, skills and abilities;
- consolidation of knowledge, skills and abilities;
- application of knowledge, skills and abilities;
- testing of knowledge, skills and abilities;
- teach to systematize, summarize and analyze the source material, as well as the results of their own work;
- development of organizational skills;
- instilling an interest in the discipline;
- promoting the formation of worldview thinking with the help of the discipline studied;
- coping training;

Disclosure of the student's erudition and individuality. [2,165]

According to the new educational paradigm (regardless of the direction and nature of work), any **specialist should have:**

- fundamental knowledge, professional skills and skills in the field of their profile;
- experience in creative and research activities to solve new problems;
- experience in social evaluative activities;

The next two components of education are formed in the process of independent work of students.

The educational process in a secondary specialized educational institution should be aimed at forming the need for self-education. In order to ensure that the lessons are purposeful and systematic, appropriate plans for self-education should be drawn up. The plan must meet the following requirements: [5,47]

- the scope and priority of the planned work;
- the time frame for its implementation;
- Target setting for each type of independent activity.

There are two types of independent work: independent repetition and consolidation of knowledge, independent training exercises in order to develop automated skills and abilities, and independent work to acquire new knowledge, to expand and deepen existing knowledge. Each of the types of independent work has its own specifics and to varying degrees has a stimulating effect on the development of interest in the language. In this There is no doubt that the second type of independent work has a clear advantage, since it contributes most of all to the development of the need for self-education.



There are three degrees of independence in solving cognitive tasks. In this regard, cognitive tasks are divided into three groups:

- educational-cognitive (when the teacher sets a cognitive task, shows the course of the solution, teaches the method of solution, with the help of which students then solve the problem on their own);
- training, when the teacher, after showing the method of solution, gives students similar problems to solve on their own;
- exploratory and cognitive, when the search for a solution and the process of solving the solution itself is entirely entrusted to students. [5,26]

In practical classes in the Russian language, as well as in homework, the first and second types of cognitive tasks are usually used, while the third type of tasks contributes to the development of the need for knowledge and interest in knowledge.

Independent work is voluntary, which is based on the initiative of students, is an independent activity aimed at the search for knowledge. Such independence is not developed immediately. Like any other skill, it is formed in the process of purposeful work of the teacher with the students, and requires skillful guidance and management of it. With acquaintance with various methods of memorizing, analyzing and synthesizing language material, with practical advice on how and where to look for the necessary additional material, how to take notes or use it, etc. Such work should be carried out by the teacher at the very first lessons.

Thus, independent work is considered, on the one hand, as a form of education and a type of educational work carried out without the direct intervention of the teacher, and on the other hand, as a means of involving students in independent cognitive activity, a means of forming methods for organizing it.

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