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METHODS AND FORMS OF ORGANIZING INDEPENDENT WORK IN THE TEACHING AND LEARNING PROCESS

Rustamova Feruza Shavkatovna
Master's student of Asia International University

Abstract: This article analyzes the main methods and forms of organizing independent work during the teaching and learning process from a scientific and pedagogical perspective. Independent work is considered an important factor in enhancing students' cognitive activity, developing creative thinking, and forming essential life competencies. The article describes individual, pair, and group forms of independent work, as well as reproductive, partially exploratory, and creative methods. Practical recommendations for the effective organization of independent learning activities are also provided.

Keywords: Independent Work, Teaching and Learning Process, Forms of Independent Work, Methods of Independent Work, Learning Activities, Cognitive Activity, Self-Management.

Introduction

In the modern education system, developing students' ability to think and act independently is considered one of the highest priorities. The rapid development of society, the integration of information technologies into education, and the changing demands of the labor market require the preparation of individuals who possess strong independent learning and working skills. Under such conditions, the effective organization of independent work during the teaching and learning process contributes not only to improving students' academic achievement but also to their personal development.

The issue of independent work has been studied in pedagogy for many years. Numerous foreign and national scholars have investigated this problem from both theoretical and practical perspectives. In particular, B.P. Yesipov defined independent work as a primary means of fostering students' independence[1], while I.Ya. Lerner considered it a way of organizing students' active cognitive activity.

The purpose of this article is to analyze the main methods and forms of organizing independent work during the teaching and learning process and to provide scientifically grounded recommendations for increasing their effectiveness.

1. Pedagogical Essence and Importance of Independent Work

In pedagogical science, the concept of independent work is interpreted in various ways. In a broad sense, independent work refers to a learning activity carried out by a student without the teacher's direct supervision but based on the teacher's instructions. In a narrower sense, it represents a system of tasks performed independently by students during the lesson to achieve specific didactic objectives.

[1] **Есипов Б.П.** *Самостоятельная работа учащихся на уроках*. – Москва: Учпедгиз, 2000. – 239 с.

According to N.A. Polovnikova, independent work is not merely the completion of learning tasks but also the conscious management of one's own learning process[2]. From this perspective, independent work contributes to the development of students' metacognitive skills, including the ability to plan, monitor, and evaluate their own learning activities.

This issue has also been extensively studied in Uzbek pedagogical research. In the works of O.U. KHasanboeva, independent work is regarded as a necessary condition for an individual's socialization and intellectual development. Such an approach is also reflected in the State Educational Standards of the national education system, which emphasize the importance of developing students' independent learning competencies.

2. Forms of Independent Work

Pedagogical literature describes various forms of independent work. From an organizational perspective, they can be classified as follows:

Individual Independent Work – Each student completes the assigned task independently. This form makes it possible to identify the individual level of knowledge, eliminate learning deficiencies, and strengthen students' self-confidence. At the same time, individual work fosters a sense of responsibility and self-organization.

Pair Independent Work – Two students work together to complete a task. This form promotes cooperative relationships among peers, develops communication skills, and creates opportunities for mutual learning. Pair work is particularly effective when solving complex problems and tasks.

Group Independent Work – A group of three to five students collaborates to complete a given assignment. In his research, I.E. Unt emphasizes the role of group independent work in enriching social interactions among students and fostering a sense of collective responsibility. This form also helps develop teamwork, leadership, and problem-solving skills[3].

Frontal Independent Work – The entire class performs the same task simultaneously. This form is convenient for quickly assessing students' knowledge, reinforcing newly learned material, and evaluating the overall level of skill acquisition within the class. It allows teachers to monitor learning outcomes efficiently and identify areas requiring further instruction.

3. Methods of Independent Work

Methods of organizing independent work are commonly classified into three types based on the level of cognitive activity:

Reproductive Method – The student performs tasks based on a learned model. For example, solving problems according to a given rule or formula, copying texts, or filling in tables. This method plays a key role in the initial stage of consolidating knowledge and skills.

Partially Exploratory (Heuristic) Method – The student independently discovers new knowledge through teacher guidance and instructions. This method develops students' analytical and critical thinking skills. In M.I. Maxmutov's concept of problem-based learning, special

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[2] **Половникова Н.А.** *О системе воспитания познавательной самостоятельности школьников*. // Советская педагогика. – 2003. – №5. – С. 76–83.

[3] **Унт И.Э.** *Индивидуализация и дифференциация обучения*. – Москва: Педагогика, 2002. – 192 с.

attention is given to this approach[4]: students are presented with a problem and are guided to solve it independently using their own reasoning.

Creative Method – The student is encouraged to complete tasks that require original and non-standard solutions. Writing essays, preparing projects, and solving real-life practical problems are typical examples of creative independent work. This method develops students' original thinking and prepares them for independent activity in complex situations.

4. Conditions for the Effective Organization of Independent Work

The effective organization of independent work requires compliance with several pedagogical conditions. First, the task must correspond to the learner's actual level of knowledge and age characteristics. Tasks that are excessively difficult or too simple can reduce students' motivation.

Second, the teacher should present the task in a clear and understandable manner. In the pedagogical research of O.Sh. Inoyatova, it is emphasized that the teacher's ability to clearly explain the task directly determines the quality of students' independent work[5].

Third, during independent work, the teacher must maintain a balanced combination of control and guiding support. Excessive control suppresses students' independence, while complete lack of guidance may negatively affect learning outcomes. Therefore, many researchers recommend the use of "scaffolding" techniques: the teacher provides initial guidance and gradually reduces support as students become more independent.

Fourth, the system for assessing the results of independent work should be transparent and fair. When students are aware of the evaluation criteria in advance, they approach tasks more responsibly and strive to produce higher-quality work.

5. Organizing Independent Work in a Digital Environment

The rapid integration of information and communication technologies into the educational process has opened new opportunities for organizing independent work. Electronic textbooks, online testing platforms, virtual laboratories, and multimedia resources enrich students' independent learning activities and make them more engaging. At the same time, new challenges have emerged in students' independent learning within the digital environment. These include selecting reliable sources from a large amount of information, reducing the impact of digital distractions, and the increasing need to develop self-regulation skills. From this perspective, the teacher's role also involves teaching students digital literacy skills.

The study of methods and forms of organizing independent work in the teaching and learning process allows us to draw the following conclusions:

First, independent work is a powerful tool for developing students' cognitive activity, critical thinking, and self-management skills. Second, the effective organization of independent work requires the appropriate selection of forms (individual, pair, group, and frontal) and methods (reproductive, partially exploratory, and creative). Third, the success of independent work largely depends on the teacher's pedagogical competence, including the ability to clearly present tasks, maintain balanced control, and apply fair assessment criteria. Fourth, the digital learning

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[4] **Махмутов М.И.** *Проблемное обучение: основы теории*. – Москва: Педагогика, 2001. – 368 с.

[5] **Inoyatova O.Sh.** *Boshlang'ich sinf o'quvchilarida mustaqil ishlash ko'nikmalarini shakllantirish*. – Toshkent: TDPU nashriyoti, 2018. – 148 b.

environment is creating new opportunities for organizing independent work, and it is essential to use these opportunities effectively and responsibly.

The above analysis shows that the purposeful and systematic organization of independent work is an important component of modern education. It not only ensures academic achievement but also contributes to the development of students as independent thinkers and adaptable individuals.

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