

## IMPROVING THE STUDENT'S COMPETENT KNOWLEDGE OF INDEPENDENT TEACHING ASSIGNMENTS IN TEACHING RUSSIAN RELEVANCE

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### ABSTRACT

Independent work is not an end in itself. This is a means of fighting for students to obtain deep and lasting knowledge, the formation of their activity and independence as personal qualities, the development of intellectual abilities. A child who has crossed the threshold of an educational institution for the first time cannot independently determine the purpose of his activity, plan his actions, adjust their implementation and link the result with the goal. In the process of learning in the classroom, he must achieve a certain high level of independence, which opens up the possibility of learning in the process of solving various problems, solving educational problems.

**Keywords:** independent education, skill, knowledge, education, student, knowledge giver, competence, method.

### INTRODUCTION

Teachers note the importance of providing students with a method of learning, a method of acquiring, a guiding thread, which is the need to equip them with the skills and skills of scientific organization of mental labor, i.e. the ability to set a goal, select tools to achieve it, and plan work in a timely manner. To form a perfect and perfect person, it is necessary to systematically engage in independent activities, which are characterized by special types of educational tasks - problem-search activities in the independent work process.

The organization of independent work training is not a form of training and a method of training. It is legal to consider this as a means of engaging more students in independent knowledge activities, to organize it logically and psychologically.

The main requirement of society for a modern educational institution is to develop a person who can independently creatively solve scientific, manufacturing, social problems, think critically, develop and defend his or her views, his beliefs, systematically and permanently fill and update his or her beliefs.

There are some structural principles for analyzing the meaning, role and function of independent work. There are two options, close to each other in nature, but have their own content and specifics: they (if they are combined) determine the essence of the independent coloring of the activity.

Birinchi thunder:

- content component: knowledge expressed in concepts, images, feelings and imaginations;
- operational component: different movements, operational skills, , both external and internal methods
- effective component: new knowledge, methods, social experience, ideas, skills, qualities.

Ikkinchi thunder:

- content component: separation of cognitive function, purpose of educational activity;

- procedural component: select, mark, apply adequate methods of action that lead to achieving results;
- motivational component: the need for new knowledge that performs the functions of vocabulary formation and understanding activity.

Independent work is a work performed at a specially defined time without the direct participation of the teacher, but as directed by him. In this way, students consciously work their energy, express the results of mental and physical activity in it or in this form, and strive to achieve the goal.

Mskillful work is formed in a collection of actions aimed at, internally motivated, carried out by the object itself, and corrected from the point of view of the process and outcome of its activities. Its implementation requires a high enough level of self-awareness, reflection, self-discipline, personal responsibility, self-improvement and self-awareness that gives the student satisfaction.

Different types of independent work of students are used in the educational process. They can be classified according to different criteria: for a didactic purpose, depending on the nature of students' academic activities, according to their content, according to the level of independence and the element of student creativity.

Independent work can be divided into five groups for didactic purposes:

- acquire new knowledge, acquire the ability to acquire knowledge independently;
- strengthen and improve knowledge;
- development of the ability to apply knowledge to solving educational and practical problems;
- formation of practical skills and skills;
- the ability to form a creative character, to apply knowledge in a complex situation.

A.I. Zimnyaya emphasizes that the student's independent work is the result of a properly organized educational activity in the classroom, which contributes to his or her independent expansion, deepening and continuation in his spare time. For a teacher, this means not only to know exactly the plan of his learning activities, but also to consciously formulate it as a specific scheme for mastering the subject of a school in the process of solving new learning tasks in schoolchildren. But in general, this is the student's slavery, which is available in parallel under a program that he chooses from ready-made programs or is designed by himself to master any material.

The effectiveness of the educational process of knowledge is determined by the quality of teaching and the students' independent knowledge activities. These two concepts are intertwined, but independent work should be distinguished as a leading and activating form of study in a number of cases. First, knowledge, skills, abilities, habits, beliefs, spirituality cannot pass from teacher to student in the manner in which material objects are transferred. Each student absorbs them through independent cognitive work: listening, understanding, reading, critical analysis of oral information. Second, the process of knowledge aimed at revealing the essence and content of what is being studied is subject to strict laws that determine the sequence of knowledge. Breaking the sequence leads to superficial, inaccurate, shallow, delicate knowledge that cannot be done in practice. Third, if a person lives in the highest intellectual state of tension, it will certainly change, formed as a highly civilized person. The same independent work develops a culture of high intellectual labor, which involves a desire not only

to read, to study books, to manage records, but also to thoroughly study intelligence, the essence of the issue in the first place. depth of problems that have not yet been solved. In such a process of work, the individual skills of schoolchildren, their inclination and interests are fully revealed, which helps to develop the ability to analyze facts, teaches independent thinking, which leads to creative development and the creation of their own mindsets. their views, ideas, positions.

There are many different approaches to studying the nature of student autonomy in teaching. The first direction originated in antiquity. Its representatives can be considered ancient Greek scholars: Socrates, Plato, Aristotle. They thoroughly and comprehensively based the importance of a child's voluntary, active and independent knowledge. In their opinion, they reasoned that the development of human thinking can only continue successfully in the process of independent work and that self-knowledge can improve an individual and develop his abilities (Socrates). Such activities bring joy and satisfaction to the child, thereby eliminating his passivity in mastering new knowledge. The same ideas were developed on the pages of the pedagogical works of J. Komensky, J. Russo, I. Pestalozzi, and K. Ushinsky. In collaboration with philosophers, psychologists, sociologists, and physiologists, theoretical scientists in pedagogical work study and theoretically base this aspect of the problem from the point of view of entrepreneurship, independence, and artistic activity.

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