

## SOME ISSUES OF EFFECTIVE ORGANIZATION OF INDEPENDENT EDUCATIONAL TASKS IN PRIMARY EDUCATION

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### ABSTRACT

This article describes the effective factors of effective organization of independent educational tasks with primary classes of general secondary education in the continuous education system. It has also been shown that approaching independent study tasks as a systematic, continuous process ensures its effectiveness.

**Keywords:** independent, task, person, effective, system, poor, process, opportunity, demand, feature.

Primary education is a particularly important stage of continuing education in the formation of the young generation as a well-rounded person. During this period, the child's personality is rich in opportunities for all-round development, they become literate under the influence of the initial pedagogical requirements, and the formation of a social person is fruitful compared to other youth periods. In order to educate an independent, free-thinking person, every educational activity organized with a child, giving them independent assignments is one of the factors that ensure the effectiveness of activities in this regard. The present research aims to shed light on the problem, the role of independent educational tasks in primary education in ensuring personal independence, and the important didactic requirement that should be taken into account at this age, i.e. taking into account age characteristics. Even in primary education, for the effective organization of independent educational tasks, preparation for training is required as an educational activity that ensures the achievement of the highest final result under specific conditions.

Independence is one of the characteristics of a person's character and is reflected in a person's thinking system, activities and actions of various forms. The concept of independence is related to the idea of independence in choosing the ways and means of solving the tasks before a person. Each period of a person's life has its own level of independence. This level of independence can be high or low depending on the conditions of human development and necessity. Therefore, primary school teachers should also take into account these aspects and know the age and individual characteristics of the student. . It is appropriate to dwell on this feature in detail, it is considered one of the important aspects in clarifying the nature of the research. In the system of continuous education, the stage of primary classes of general secondary education is considered as a responsible stage in the education and upbringing of the young generation. In psychological literature, when dividing into age periods, primary school students are 7-10 years old, and this period is called junior school age. At the age of 7, a child is ready for education in an educational institution according to his physical and mental characteristics. For the child, he is involved in educational and educational activities organized on the basis of systematic, uninterrupted continuous time, and the transition to this activity is a complex process in itself. Children of primary school age grow physically at the same rate. Average weight is 22 kg, height is around 120 cm. They are physically active. Their brains grow rapidly. Although the lungs are

fully formed, there are respiratory organs and diaphragm. This means that they cannot stay still for a long time. Heart rate is 90-92 beats per minute, the heart pumps twice as much blood compared to adults. All this requires to be careful with the students and to take care of them based on hygienic requirements. The development of the interest of children of primary school age in the right direction to the essence of events ensures the development of their feelings. There are other aspects that should be paid attention to in the formation of students' skills to perform independent educational tasks, and this is their imagination. The expressiveness of the teacher's speech, expressiveness, attentiveness, respect for the student's honor and dignity are the main factors in the aesthetic mental development of students.

Continuity of formation of skills of primary school students to perform independent educational tasks requires pedagogically rational organization of their free time, i.e. after school, vacations, and weekends, students whose life experiences have not been fully formed in the family, from class, outside school, in groups with extended days in primary classes requires educational work to be carried out on the formation of independent activity skills. In this regard, the following requirements are imposed on primary education teachers and educators:

- to deeply feel and understand the aspirations and interests of students, to approach them in accordance with the requirements of their interests;

- establishing an emotional connection with students, their mental and active influence on moral aspects;

2. Teacher general pedagogy, psychology, labor hygiene and independent list of questions on physiology, special sciences they must study.

3. In order to improve his pedagogical skills, the teacher should choose the most effective ways of working on his system.

4. The teacher takes into account and adapts to the specific circumstances individually or with a team to benefit from the forms of improving their knowledge according to the purpose:

5. It is necessary to direct the work of the teacher to increase his knowledge to the goal of constant creative research.

For this:

- tend to manage the process of creative research;
- it should be remembered that the effectiveness of creative research depends on the pedagogical psychological and theoretical preparation of the teacher.

Independent education in a person: manifestation of personal, professional, individual characteristics; formation of knowledge, skills, qualifications; be able to consciously use it for regulation and control; is the basis for developing creative abilities. Through the systematic and consistent performance of independent educational tasks of elementary school students, the following qualities are formed in them:

There is a holistic perception, imagination and thinking about the surrounding world. The transition from a concrete image to an abstract image is accelerated. He understands the place of education in his life and develops self-awareness qualities. Active independent life views are formed. The foundations of responsibility, hard work, and moral maturity are becoming more stable.

In conclusion, it should be noted that it is appropriate to organize and conduct the independent educational tasks conducted with the young generation in the future in order to determine the basis of their competent activities.

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