



Independent Work as the Highest Form of Educational Activity

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Abstract: *this article examines the educational aspects of student independent activity content. It establishes the requirement of taking into consideration student psychological traits connected to age, which serve as the psychological foundation for developing student independent work techniques.*

Keywords: *independent work, extracurricular work, information vacuum, interdisciplinary, interdisciplinary connections, self-regulation.*

Date of Submission: 08-12-2022

Date of Acceptance: 17-01-2023

A student's independent work is regarded as a particular type of educational activity that embodies all of its characteristics. In actuality, it is a type of self-education connected to the student's academic endeavors in the classroom.

Typically, when researchers refer to educational activities, they are referring to the assignments students do in class. However, the student's educational activities are organized to incorporate his home, extracurricular activities, and independent study on the subject in addition to the classroom. The autonomous work of a student is both the least researched and, at the same time, of highest importance in terms of psychological analysis of educational activity. His drive, sense of purpose, as well as his independence, self-control, and other personal attributes, can all be seen most clearly in it. A student's place in the educational process might be restructured based on his or her autonomous efforts.

As you are aware, one of the significant and frequently discussed issues in education is independent work.

In contemporary didactics, the idea of a pupil working independently is inextricably linked to the teacher's function as an organizer. Independent work is any sort of solo or group work that students complete on assignments outside of the classroom, during extracurricular activities, or at home, without the direct supervision of the instructor. The basis for thinking about students' independent activities is the general pedagogical definition of extracurricular and extracurricular work, which states that it represents various types of educational and educational activities of students, organized and conducted by the University during extracurricular time. Developing this topic in the general context of the organization of an optional foreign language course in University, S.F.Shatilov talks about several forms of independent work, such as extracurricular, extracurricular, extracurricular, as if combining them with the general concept of "extracurricular work" [1]. The author formulated three main differences of extracurricular work: voluntary participation of students in it, extracurricular activities, great independence; and requirements for it. These include: the connection

between scheduled and extracurricular work, the obligation to perform voluntary extracurricular work, the purposefulness and regularity of extracurricular activities, mass enrollment of students.

The basic pedagogical and methodological aspects of this subject are reasonably well covered, but its psychological aspects are still underrepresented, particularly in light of the idea of educational action.

I.A.Zimnaya believes that the independent work of a student is a consequence of his properly organized educational activity in the classroom, which motivates its independent expansion, deepening and continuation in his spare time [2]. Accordingly, the student's educational work organized and managed by the teacher should act as a specific program assigned to him for his independent activity in mastering a foreign language. This requires the instructor to have a clear understanding of both their educational action plan and how pupils are consciously forming it as a particular scheme of language acquisition as they go through new educational activities. According to this understanding, the student's independent work encompasses a wider range of activities than homework, which is the completion of assignments from the classroom at home in order to get ready for the next session. Extracurricular assignments that the instructor has given to the student in one way or another may be considered independent work. However, in general, this is a student's ongoing parallel job in accordance with a plan of absorption of educational content that he either devised himself or picked from a ready-made selection.

A student's independent work should be viewed as a particular type of instructional activity that possesses all the qualities mentioned above. The pinnacle of his educational endeavors is this. In actuality, it is a type of self-education connected to the student's academic endeavors in the classroom.

Independent study should be viewed by the learner as a self-directed, unpaid activity. It entails the student performing a variety of tasks, including: awareness of the goal of his activity, acceptance of the educational task, giving it personal meaning, putting aside other interests and employment opportunities for the task's completion, self-organization in the distribution of educational actions in time, self-control during implementation, and other tasks.

I.A.Zimnaya considers the specifics of independent work in the exact, activity-based sense of the word in comparison with extracurricular work and correlates its definition with the basic requirements for the organization of extracurricular work formulated in the methodology of teaching a foreign language [3]. The first requirement boils down to the fact that extracurricular work can only deepen, expand and improve the knowledge, skills and abilities of students they have acquired in the classroom, but does not have the main purpose of communicating new knowledge, skills and language skills. The second requirement is the fascination of the forms themselves, the process and the material of the work. The third requirement fixes the need for interdisciplinary, interdisciplinary connections. An important requirement is the voluntary nature and activity of students in this work.

It is feasible to pinpoint independent work's key characteristics in respect to each of these needs if we conceptualize it as the greatest level of particular educational activity for a student. As a result, a "information vacuum" might serve as the foundation for really independent labor as an independent educational activity. It occurs when there is no way for a student to satisfy a need to learn or master something new, unknown, significant, or required for them throughout the educational process. To date, nonetheless, it is vital to note the circumstance where such a requirement arises among kids with an insufficiently high frequency. This, in turn, implies the need for the teacher's directed work to create prerequisites for the emergence of such a need for them. In other words, the peculiarity of independent work understood in this way, in contrast to "extracurricular", is precisely that it is always carried out on new material for the student, in the process of solving new cognitive tasks.

The second of the above requirements also does not coincide with the peculiarity of independent work as a specific type of activity. Here, the process of mastering new material itself should be fascinating, and not just the form of organization. It should be intense, purposeful, exciting work for the student. Of course, one cannot expect that everyone will be engaged in such independent work, but the creation of conditions and prerequisites for the possibility of its organization by those of the students who would like and could do it is a manifestation of developmental learning in the full sense of the word.

Independent work, which, admittedly, is a complex and ambiguous phenomenon, is not precisely defined terminologically, although its content is unambiguously interpreted by all researchers and teaching practitioners in the sense of purposeful, active, relatively free activity of a student. In the definition of I.A.Zimnaya, independent work is an activity organized by the student himself due to his internal cognitive motives and carried out by him at the most convenient, rational time from his point of view, controlled by himself in the process and according to the result [3].

Representing the highest form of educational activity, independent work is conditioned by the individual psychological and personal characteristics of the student as its subject. Such psychological determinants primarily include self-regulation. A.K.Osnitsky identified those moments of subject self-regulation that correlate with the organization of independent work. Thus, the author notes that for these purposes, students should first of all form an integral system of ideas about their abilities and abilities to realize them. The student should be able to model his own activity, i.e. be able to identify the conditions important for the realization of the goal, to find in his experience an idea of the subject of need, and in the surrounding situation to find an object corresponding to this subject. The student's self-regulation presupposes the ability to program independent activity (the choice of the method of transformation of the specified conditions, the selection of means for the implementation of this transformation, the determination of the sequence of individual actions). An important manifestation of a student's subject self-regulation is the ability to evaluate and correct their actions [4].

Taking into account the psychological determinants of independent work and its named indicators as an educational activity, I.A.Zimnaya gives a more complete description of this phenomenon from the position of the subject of activity itself. From this point of view, independent work can be defined as purposeful, internally motivated, and structured by the subject himself in the totality of the actions performed and activity corrected by him according to the process and result. Its implementation requires a sufficiently high level of self-awareness, reflexivity, self-discipline, personal responsibility, gives the student satisfaction in self-improvement and self-knowledge [3]. All of the above emphasizes the need for a special organization, taking into account the nature of this phenomenon, not only and not so much by the teacher as by the student himself of his independent work. In the process of such an organization, the specifics of the educational subject itself – a foreign language - should also be taken into account.

A significant pedagogical challenge comes when attempting to address the issue of developing students' capacity for independent work: how to effectively teach students, particularly undergraduates, the subject matter of this work. The creation of skills for simulating the educational activity itself, figuring out the best daily schedule for pupils, and awareness and persistent growth of logical working methods with educational material should all be included in such training.

In general, a student's independent work is predicated on how well his classroom learning activities were organized in terms of educational activity. This is relevant in particular to the link and transition between the teacher's external control and the student's internal control as well as between external evaluation and the development of the student's self-esteem. This calls for strengthening his control and the teacher's own assessment of him. As a result, a satisfactory answer to the

question of whether a student can develop the capacity for truly independent work depends on the collaborative efforts of teachers and students, on their awareness of the peculiarities of this work as a specific form of educational activity that imposes a special requirement on its subject and provides him with intellectual satisfaction. The examination of a student's many sorts of educational work reveals that autonomous work is distinguished by its own cognitive demand, self-control, unique method of operation, and freedom to pick the location and timing of this work.

In connection with all the above, it is advisable to raise the question of the need to develop a special program for teaching students to work independently in a foreign language. According to I.A.Zimnaya, the program should include:

1. Diagnosing the student's own cognitive need to expand, deepen, add any set of foreign language knowledge to what he receives at University.
2. Determination of their own intellectual, personal and physical capabilities, in particular, an objective assessment of free time from University attendance.
3. Determination of the purpose of independent work – immediate and remote.
4. The student's independent choice of the object of study and its justification for himself.
5. Development of a specific plan, long-term and short-term program of independent work.
6. Determination of forms and time of self-control [3].

To sum up, it should be noted that a student must have received prior instruction from a teacher in the methods, forms, and content of independent work before engaging in it as a specific type of educational activity. This prior instruction is necessary because independent work increases students' levels of educational and cognitive motivation. This emphasizes the significance of the teacher's organizing and controlling duties as well as the necessity for the student to see himself as a legitimate topic of educational action.

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