



Content of Differentiation of Independent Tasks in the Primary School

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Abstract: In this article, the content of self-education, self-sufficiency does not act by itself. Independent learning is the presence of a pedagogically effective technology that helps and supports the creative process of "self-organization" and "own activity" to develop the student's ability, his own desire and motivation, independence and activity, creating the ability to be independent, to express an opinion.

Keywords: independent education, individuality, development, differentiation, activity, ability.

Access to independent learning depends on the ability of the students. At the same time, we understand the possibility of independent work of students of a certain university as the sum of individual capabilities or "not as a set of personal capabilities, but as some other specific individuality that depends on psychological and individual factors".

The possibility of self-study in the primary grades is collective in nature, including three interrelated main levels of communication and relationships:

- a set of accumulated indicative characteristics that determine the possibilities of implementation and development (potential in this respect actually means "resource");
- practical application and use of these functions (meaning the potential "reinforcement" in this function);
- acquisition of new properties aimed at development (development opportunity).

The differential approach is effective in overcoming the contradictions associated with the possibility of independent learning and determining its nature as a factor in education, and on its basis several basic rules are noted:

- the priority goals of studying the curriculum today are the formation of an individuality associated with self-development by involving students in the processes of planning educational activities and relationships, supporting and encouraging a conscious choice to achieve a result in a mode.

A logical continuation of the idea of using differentiated tasks to take into account the individual characteristics of students is the idea of considering independent work as another such tool, noted in the study by I. Unt and others. If researchers have a sufficiently high level of knowledge and skills in studying new material, they recommend using independent work based on a pre-prepared plan[1].

It is also important to take into account the possibility of implementing an individual approach in the management of independent learning activities of students, to use individual activities-tasks aimed primarily at mastering knowledge, methods of independent activity, expanding and deepening knowledge. This allows you to arouse interest in the subject and develop a constant craving for knowledge.

➤ the second is considered as a means that allows taking into account the individual characteristics of students in the process of independent work - a form of organization of students' activities to complete assignments. Analyzing various options for combining the classification and typing of simple tasks (that is, without additional tasks), we can offer the four most characteristic options for organizing work:

1. Typification of individual tasks to the general class level;
2. Typification of individual tasks to the level of group work;
3. Typification of individual tasks only for some students;
4. Performing only individual tasks [2].

Thus, the independent learning activity of students, aimed at completing individual tasks and carried out in general groups or individually, is the main means of taking into account the individual characteristics of students in the educational process.

The main means of individualization of education is the independent work of students, in which:

1. the method of educational work, in which students are offered training tasks and instructions for their implementation;
2. the learning task is carried out under the direct supervision of the teacher, but his participation is not ensured.
3. the performance of a learning task requires mental work from students [1].

Taking into account the individual characteristics of students during independent work, they are offered individually educational tasks in determining their content:

1. the level of knowledge, skills and qualifications of students;
2. general and special abilities;
3. educational skills;
4. cognitive interests.

First of all, tasks are aimed at filling gaps or taking into account existing knowledge. The tasks of the first group are designed to fill the remaining gaps not only in the topic being studied, but also in the study of other subjects. They should be presented to students not only when switching to a new topic, but also for preventive purposes when switching topics.

Tasks based on prior knowledge. I.Unt is divided into three types depending on the nature of the original knowledge:

- enable students to combine their previous knowledge and life experience with new material;
- forcing students to briefly repeat new educational material, after which materials are given to enrich it;
- forcing students to immediately complete the developmental task.
- tasks of the first type are given to students with incorrect initial knowledge;
- the second type - if students basically know the material;
- the third type - if the students own the educational material.

Different assignments can be presented to students in one of four forms:

1. at the invitation of the teacher;
2. selected according to their capabilities from the set proposed by students;
3. proposed by the teacher for voluntary performance;
4. voluntary choice of students [1].

Therefore, the setting of educational tasks for elementary school students on the basis of a differentiated stepwise approach has its own characteristics, in which compliance with the basic principles guarantees the achievement of the goal.

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