

ON THE ISSUE OF ORGANISING INDEPENDENT LEARNING ACTIVITIES OF SCHOOLCHILDREN IN THE STUDY OF THE RUSSIAN LANGUAGE

Kurbanova M. T.

Russian language teacher,
Andijan State Pedagogical Institute

Annotation: The article examines contemporary approaches to organizing independent learning activities of schoolchildren in the process of teaching the Russian language. It is emphasized that the effectiveness of independent work largely depends on the level of students' learning motivation, as well as on the degree of development of their cognitive processes, such as attention, thinking, memory, and imagination. Particular attention is paid to the use of a system of exercises and text-based tasks that contribute to the development of skills of independent analysis and meaningful assimilation of educational material. The significance of creative forms of independent work aimed at developing the ability to express one's own position and to justify personal opinions is highlighted. The formation of independent learning skills is considered in close connection with the development of self-control and self-regulation abilities in the learning process.

Keywords: independent learning activity, skills and abilities, learning motivation, self-control, communicative and linguistic readiness, individual opinion.

К ВОПРОСУ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ ШКОЛЬНИКОВ ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА

Курбанова М. Т.

преподаватель русского языка Андижанского
государственного педагогического института

Аннотация: В статье рассматриваются современные подходы к организации самостоятельной учебной деятельности школьников в процессе

обучения русскому языку. Подчёркивается, что эффективность самостоятельной работы во многом определяется уровнем учебной мотивации учащихся, а также степенью развития их познавательных процессов, таких как внимание, мышление, память и воображение. Особое внимание уделяется использованию системы упражнений и текстовых заданий, способствующих формированию умений самостоятельного анализа и осмысленного усвоения учебного материала. Отмечается значимость творческих видов самостоятельной работы, направленных на развитие способности выражать собственную позицию и аргументировать личное мнение. Формирование навыков самостоятельной деятельности рассматривается в единстве с развитием умений самоконтроля и саморегуляции учебной деятельности.

Ключевые слова: самостоятельная учебная деятельность, навыки и умения, учебная мотивация, самоконтроль, коммуникативная и лингвистическая готовность, индивидуальное мнение.

In the methodology of teaching Russian as a non-native language, the problem of forming students' independent learning activity occupies one of the key positions. Under conditions of educational modernization, there is an increasing need to develop schoolchildren's ability to acquire knowledge independently, to use linguistic resources consciously, and to participate actively in speech interaction.

Despite the widespread recognition of the importance of independent work in education, pedagogical science has not yet developed a single, universally accepted definition of this concept. Nevertheless, most researchers agree that independent learning activity represents a specific form of organizing instruction in which the learner acts as an active subject of the cognitive process.

From a psychological and pedagogical perspective, successful completion of independent tasks is possible provided that students demonstrate a stable interest in learning activities, a sufficient level of development of cognitive processes, and a certain amount of knowledge and skills. At the same time, genuine independence presupposes the learner's ability to plan and control their own activity rationally.

The rational organization of independent work includes several interrelated stages: understanding the purpose of the task, analyzing the conditions for its completion, selecting an optimal sequence of actions, monitoring the correctness of performance, and subsequently correcting any errors made. Teaching practice shows that a significant proportion of students experience difficulties in managing their own learning activities, which indicates an insufficient level of independence formation.

Students' readiness for independent foreign-language speech activity is of a complex nature and includes motivational, intellectual, linguistic, and communicative components. The motivational component is determined by students' interest in the target language and their awareness of the practical significance of the tasks performed in solving real communicative problems. The intellectual component is associated with the level of development of basic psychological functions such as attention, memory, and thinking, which have age-related characteristics. The linguistic component presupposes that students possess an adequate stock of lexical and grammatical material that ensures the construction of correct and logically coherent utterances.

Communicative readiness is manifested in students' ability to actively engage in the process of communication and to use language as a means of interaction.

The formation of independent learning activity is carried out in stages. At the initial stage, the leading role belongs to the teacher, who provides comprehensive support to students. As learners' independence develops, the extent of pedagogical guidance gradually decreases, and students begin to perform tasks without direct teacher intervention.

An effective means of developing independence is a system of exercises built on the principle of gradual complication and increasing degrees of learner autonomy. Depending on the nature of learning actions, various types of independent work can be distinguished.

The reproductive type of independent work is aimed at developing skills of analyzing and systematizing educational material. Within this type, tasks are used that

involve identifying key information, determining the main ideas and arguments of a text, and selecting key words to support an utterance.

The reproductive–transformational type of independent work involves the active use of techniques of linguistic and semantic transformation. Such tasks include retelling a text from different perspectives, as well as producing shortened or expanded versions of a message.

The creative type of independent work is oriented towards developing students' ability for independent thinking and expressing a personal position. Students are encouraged to justify their own viewpoints, compare information from various sources, and participate in discussions of problem-based issues.

An integral component of independent learning activity is the formation of self-control skills. At the initial stage, control over task performance is carried out by the teacher, who accompanies error correction with appropriate explanations. At the next stage, students master individual self-control techniques and begin to correct their own activity independently with minimal teacher assistance. At a later stage, when self-control is insufficiently automatized, indirect signals from the teacher, such as intonation or facial expressions, may serve as cues for self-correction.

Independent work may be organized both in classroom and extracurricular forms. Classroom-based independent work is carried out with the direct participation of the teacher, who guides students' speech activity and controls both the process and the outcomes of task completion. Extracurricular independent work has a different orientation and is primarily aimed at developing reading and writing skills, thereby contributing to the deepening of students' linguistic competence.

The list of used literatures.

1. Zharova, L. V. *Managing Students' Independent Learning Activities*. Leningrad, 1992.
2. Pidkasisty, P. I. *Independent Cognitive Activity of Schoolchildren in the Learning Process*. Moscow, 1980.