

## **The Use of Pedagogical Innovations in the Lesson, The Organization of Independent Work of the Student**

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**Abstract:** This article discusses the use of pedagogical innovations in the classroom when organizing student independent work. The signs, tasks, types and methods of independent work of schoolchildren are also analyzed. In the process of writing the article, such "new pedagogical technologies" were revealed as: video essay; abstract analysis and abstract review; technology of project activities; case technologies and it was revealed that innovative pedagogical technologies for organizing independent work of school students require high-quality educational and methodological materials, free access to the information world of the Internet, a specific list of basic and additional literature, and systematic control.

**Keywords:** schoolchildren, independent work, innovative pedagogical technologies, training, types and methods of independent work.

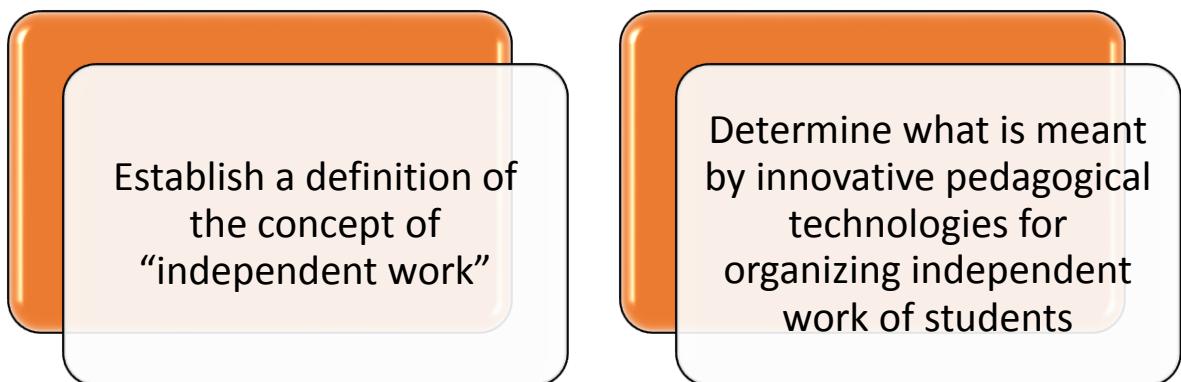
Statement of the problem in general terms and its connection with important scientific and practical problems. The organization of independent work of students is considered a relevant topic, since at the present stage of development of the secondary education system, all schools are required to comply with the requirements of the State Standards, which state that independent work of students is a priority for effective interaction between teacher and student [1]. Consequently, the goals of both the teacher and the student have changed.

Analysis of recent studies and publications that examined aspects of this problem and on which the author based his argument; identifying previously unresolved parts of a general problem. The theory of formation and methodological foundations for organizing independent work of students were considered in the studies of famous teachers: G.I. Shchukina, V.V. Davydova, P.I. Pidkasisty, - who integrate it with cognitive [2]. Because the main value of independent work is expressed in a complex of educational, developmental and educational tasks of the educational process, where the mental (intellectual), practical and organizational (managerial) actions of the student should dominate.

But, despite the study of the topic by classical teachers, there are many open questions that require solutions, since a modern student must learn to acquire new knowledge accompanied by a teacher. In addition, he is obliged to independently use theoretical knowledge in practical activities by showing initiative in the process of completing educational tasks, using creative and innovative approaches [3]. The main task of organizing independent work for students is to provide pedagogical assistance from the teacher in the process of his educational activities. Therefore, a positive expected result will be obtained if the teacher systematically carries out planning, organization, and control.

Considering the theoretical foundations of pedagogy in the 5060s of the 20th century, one can observe the lack of consensus in the definition of independent work. For example, R.B. Sroda

(author of the book “Cultivating students’ activity and independence in learning”) understood students’ independent work as the kind of activity they perform, showing maximum activity, creativity, and independent judgment. R.M. Mickelson (author of the book “On Independent Work of Students”) understood independent work as “students completing tasks without any help, but under the supervision of a teacher,” who, in case of difficulty, can move on to collective exercises. Thus, when analyzing pedagogical literature, we will understand independent work as the highest type of educational activity of a student [5]. Formation of the goals of the article (setting the task). The purpose of the article is to identify the capabilities of modern technologies in organizing independent work. To do this, it is necessary to solve the following problems:



Presentation of the main research material with full justification of the scientific results obtained. It is necessary to consider the history of the emergence and development of the concept of “independent work”, since the model of personality development of a modern student at school is focused on key general competencies: the ability to communicate, work in a team, have critical thinking, etc. [4]. Therefore, the relevance of the nature of the origin of this term is natural.

As a result, the student must be able to independently creatively solve scientific, industrial, and social problems, have his own point of view, his own beliefs. This is possible if he systematically and regularly replenishes and updates his knowledge through self-education. Therefore, independent work of students is the main task of modern pedagogy.

The state educational standard of general secondary education defines the following conditions for planning and organizing independent work of students:

- an educational organization (school or gymnasium) is obliged to ensure effective independent work of students, harmonizing the improvement of the management of teachers during training;
- during the first two months from the start of the new school year, the school is obliged to inform the parents of schoolchildren about the specific forms and procedures established by them for the ongoing monitoring of knowledge.

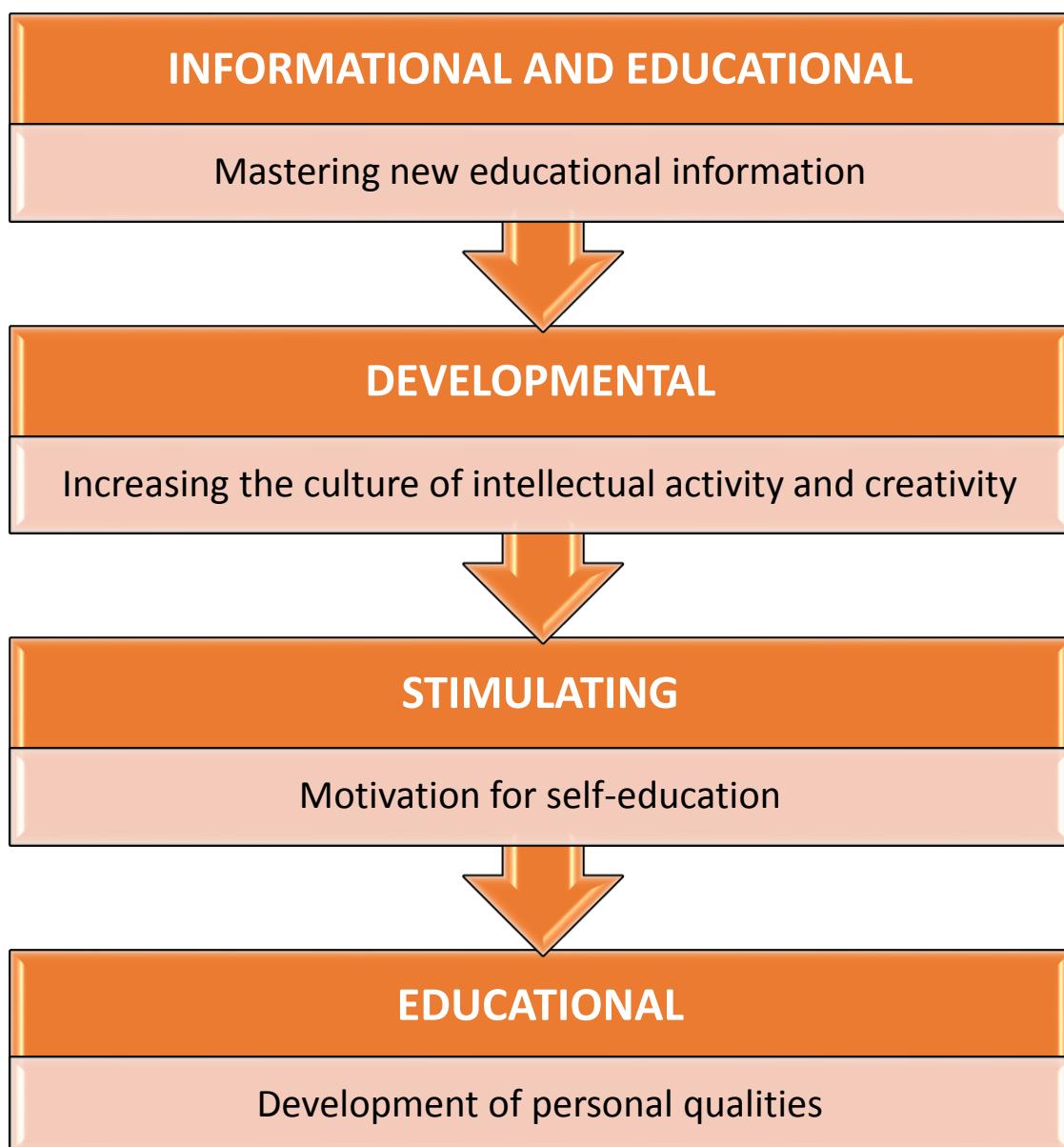
Independent work of students at school serves as a key component of the educational process in various educational institutions and is focused on the practical implementation of fundamental tasks [1]:

1. motivation of students to master educational programs;
2. development of students’ responsibility for their education;
3. improvement of general and professional competencies of students;

4. creating conditions for the development of the student's ability for self-education, self-government and self-development;
5. increasing the strength and quality of knowledge acquired by students during training sessions with teachers;
6. mastering new knowledge by students;
7. discovery and application of one's own techniques and methods of cognition;
8. formation of stability in professional skills;
9. development of the student's creative and critical thinking;
10. formation of the student's need for knowledge, search, interest in new knowledge in the future for choosing a specialty.

The organization of independent work for students is complex, since the student's ability to apply knowledge in practice is closely related to his ability to search, process and analyze an array of information from various sources.

Thus, the fundamental tasks form the functionality of students' independent work in school, which is determined by the following directions:



When studying the fundamental tasks of independent work of schoolchildren, it is necessary to list and describe the signs of independent work of students:

- the presence of a cognitive or practical task, problematic issue, special time for their implementation;
- manifestation of mental tension for the correct and best performance of a particular action;
- manifestation of consciousness, independence and activity of students in the process of solving assigned problems [5];
- implementation of management and self-government of the student's independent, cognitive and practical activities.

It is the independent work of schoolchildren on educational material that is an integral component of solving the presented problems. However, it is possible to improve the quality of independent work only through the teacher's responsible attitude towards developing independent work skills and increasing the creative and research activity of students. Therefore, it is necessary to accurately imagine the types, methods and techniques of independent work of schoolchildren.

Analyzing the independent work of students in schools, depending on the place and time of the event, the nature of the teacher's leadership and the method of control, it should be classified into the following types:

- independent work during main lessons;
- independent work under the supervision of a teacher during extracurricular activities;
- extracurricular independent work when the student completes homework of an educational and creative nature.

Therefore, it is advisable to consider additional types of independent work of schoolchildren:

- current work in the lesson - drawing up comparative tables, diagrams or graphic organizers, providing for the study of the topic of the lesson;
- search (selection) and review of literature and electronic sources of information on the topic of the lesson;
- preparation for club work;
- writing an essay in high school;
- preparation of presentation of (design) works, etc.

If the types and forms of independent work of students have not found legal reflection in the educational program, calendar curriculum and educational materials, the student has the right to proactively pursue professional interests [3].

Thus, in the content part of the work program in any academic subject, independent work can be represented not only by the "classical methodology" (working with a textbook, regulatory documentation, answering test questions, etc.), but also with the addition of interactivity into classrooms through the use of "new pedagogical technologies":

- preparation of video essays (video format reminiscent of short documentaries, most often with demonstrative infographics);
- abstract technologies of an increased level of complexity - abstract-analysis and abstract-review (they do not involve a consistent presentation of the content of works on a similar topic, but their analysis and description);

- technology of project activities (activities aimed at solving search, research, and practical problems);
- case technologies (a type of interactive technology for short-term training based on various situations, both real and fictitious).

**Conclusions** of the study and prospects for further research in this area. Thus, classical (traditional) methods of organizing students' independent work are considered, for example, working with a textbook or taking notes, and we include the implementation of educational case assignments, research and applied projects as innovative forms of organizing students' independent work. Innovative pedagogical technologies for organizing independent work of schoolchildren require high-quality educational and methodological materials, free access to the information world of the Internet, a specific list of basic and additional literature, and systematic control.

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