



Fundamentals of Organizing Independent Education in Primary Education in Uzbekistan

Saparbayeva Dinorakhan Turgunboy kizi
Student of Chirchik State Pedagogical University

Abstract: the article analyzes the national foundations of independent education in the process of primary education in Uzbekistan and presents methodical recommendations.

Key words: Uzbekistan, beginning, education, independent education, basis, standard, source, knowledge, skill, qualification.

The training of qualified professional pedagogues plays an important role in ensuring the implementation of the tasks of achieving quality education defined in the "Development Strategy of New Uzbekistan". Therefore, in the process of higher pedagogical education, relying on meaningful and effective forms, tools, and innovative methods of training professional mature pedagogic personnel is accepted as a priority [1]. The purpose of this shows that it is an important task to train future primary school teachers as professionals who are professionally mature, methodically qualified and ready for practical activities.

In the process of higher pedagogical education, it is important to develop the methodological skills of future primary school teachers. In this sense, it is appropriate to arm them with theoretical knowledge, practical methods and effective skills on the methodology of organizing independent education. In this case, it is necessary to master the most effective methods of organizing independent education.

Higher pedagogical education plays an important role in the process of achieving quality education in the country. In the process of higher pedagogical education, it is urgent to develop the skills of independent education of future elementary school teachers. At this point, we draw your attention to the analysis of the normative basis of the organization of independent education in primary education [2].

The content of the concept of independent education. "Independent education" is a form of education for the purpose of strengthening acquired knowledge, skills and abilities and independent study of additional information or material [3]. In this sense, it is necessary to pay attention to the following:

- a) strengthening of those who have mastered;
- b) obtaining additional information;
- c) studying additional materials.

Consolidation of acquired knowledge means expansion of acquired knowledge on a specific subject, improvement of acquired skills and qualifications. For this, the learner is required to independently familiarize himself with relevant educational literature. Textbooks,



instructional manuals and instructional manuals are the main educational literature. On the basis of this educational literature, acquired knowledge, skills and competence on a specific subject are strengthened.

Obtaining additional information is the acquisition and study of various information and information available on the Internet. In this regard, additional information consists of a set of new information. Special attention should be paid to this issue. Because additional information means first of all new information on certain topics or problems.

Study of additional materials means published or electronic information as an aid to educational literature. Theses, methodical instructions, teacher's book and auxiliary textbooks are the main of such materials. Special attention should be paid to these issues. Because mastering additional materials means first of all knowing their source is methodologically correct.

The content of independent education involves the study of this reinforcement, additional information and additional materials. In this, the learner mainly relies on his independent activity, and professors and teachers perform the task of guiding them. The content of independent education includes, first of all, professional activation and methodical arming of the learner. Therefore, a certain part of the educational subjects taught in the process of higher pedagogical education is made up of topics and assignments for independent education. It is worth mentioning that this form of education appeared in European countries in the 17th century. As a result of this, forms of secondary special and higher education were formed in European countries as a means of independent education. In our country, independent education means in-depth theoretical, methodical and professional training of learners. Therefore, this form of education is defined as one of the most important parts of the educational process.

Pedagogical scientists unanimously agree that the main attention should be paid to the development of students' inner world, feelings and independent thinking ability when organizing the educational form of independent education. In this regard, it is important to pay attention to the following:

- a) development of the inner world of students;
- b) regulation of students' emotions;
- c) formation of independent thinking ability of learners.

The inner world of learners is a set of spiritual feelings, thirst for knowledge, and aspirations for self-realization. Therefore, in this regard, it is important to pay attention to the formation of mental upliftment and mental imagination skills in students. Because students with spirituality will have the spiritual capacity to master the source of knowledge. In the experience of Uzbek national pedagogy, first of all, attention has been paid to the formation of the psyche of students. For example, in this regard, Abu Ali Ibn Sina (11th century) in his work "Salvation" analyzed the issue of forming the psyche of children from a young age and having educators (mothers, nannies and teachers) have a spiritually uplifting quality. For this reason, spiritually mature persons were engaged in shaping children's mentality and preparing them for learning in ancient primary schools. Also, thirst for knowledge plays an important role in the inner world of learners. Eastern and Western pedagogues agreed that children's thirst for



knowledge is natural. Therefore, proper development of students' thirst for knowledge plays an important role in regulating their inner world. In addition, the efforts of learners to realize their identity are also a product of their inner world. Properly assimilating the values of one's parents, nation and people plays an important role in self-realization. In this regard, it is appropriate to use the work of the Russian pedagogical thinker Konstantin Dmitriyevich Ushinsky (XIX century) "People's Spirit in Education". In it, a methodology was developed to express the identity of learners through the spirit of the people. According to this methodology, students will continue to realize their identity throughout their lives. Therefore, correct orientation of students' sense of self-awareness during primary education is one of the most important tools for developing their inner world. All these are the basis of preparation for independent education based on the development of the inner world of learners [4].

Proper development of students' feelings (emotional characteristics) in organizing independent education is also important in building their skills. Sensing, understanding and understanding are the main emotions of learners. In this sense, learners get a practical impression of the knowledge they are learning through the means of perception. Observations show that experienced teachers in primary education pay attention to the correct direction of students' sense of perception. Because in the process of assimilating information, the child notices whether it is right or wrong with an inner feeling. It is also possible to prepare elementary school students for independent education by properly developing their sense of understanding. According to him, the student should have sensitive and alert feelings, feel the knowledge and information he is learning, and have the skills to express his inner attitude. In this regard, the correct development of the students' sense of understanding is one of the important factors of organizing the independent education process. In addition, the correct formation of students' understanding skills is one of the important factors for independent education. In doing so, students must relate to each piece of information, knowledge, and/or tools provided through understanding. This issue is also relevant in the process of higher pedagogical education. According to him, it is important to develop comprehension skills at a high level in future elementary school teachers. In this case, understanding means understanding not only the source of knowledge, but also the mental, intellectual and physical capabilities of learners. As a result, the primary school teacher will have the opportunity to properly form the students' understanding skills. It is impossible to master the training process organized in the form of independent education without having the ability to understand T. Therefore, regular improvement of students' understanding skills is one of the important foundations for the independent learning process.

One of the main sources of organizing independent education is to develop the ability of independent thinking of students. According to him, the emergence of ideas in learners, their ability to express their thoughts correctly, regardless of whether they are right or wrong, and the ability to think it is important to pay attention to having. Thought is a product of intuition, feeling and understanding. It first appears as an idea in the learner's mind, which is enriched with information and becomes an idea with the impetus of intellectual development. Therefore, regardless of the age or physical characteristics of the learners, it is necessary not to disturb their thinking process. Although the learner comes to right or wrong, positive or negative



thoughts in the process of thinking, he undergoes mental observation while expressing them. It is known that this reflex was scientifically substantiated by Ivan Pavlov (20th century). In this regard, teaching students to think only is the most important basis for developing their independent thinking skills. It should be noted that in teaching elementary school students to think, it is important from the pedagogical and psychological point of view to be based on their imaginations, impressions and feelings. In this sense, it is appropriate to pay attention to the development of thinking skills of future elementary school teachers in the process of higher pedagogical education. Because among the students there are still those who hesitate to openly express their opinions. There will be doubts in their hearts about the rightness or wrongness of the thought. Therefore, one of the methods that we believe to be effective in this regard is to teach students to express their opinions openly and freely, regardless of whether they are right or wrong, positive or negative. .

If you pay attention, such basics of organizing independent education are important. Many believe that the formation of the emphasized skills is limited to school education. In fact, developing the inner world, emotions and independent thinking skills of learners is an important issue that continues in the educational process.

When the time comes, it should be noted that each country has its own content of organizing independent education. In this regard, it is important to determine the foundations, supports and its substantive factors of independent education in the education system of our country at the stages of education from preschool to higher education. In this regard, it is appropriate to carry out theoretical and methodical research in the process of higher pedagogical education. Because it should be mentioned that many are limited to general concepts of the concept of independent education. In this regard, it is especially important from a pedagogical and psychological point of view to acquire a wide range of knowledge and skills of future primary school teachers.

Normative principles of organizing independent education. In our country, the normative foundations of independent education have been developed in a unique way. The most important of these normative bases are:

- a) national laws;
- b) regulatory documents related to education;
- c) international educational programs recognized in our country.

The most important regulatory basis of independent education is the new version of the Constitution of the Republic of Uzbekistan (2023), the Law "On Education" (2020), "On Preschool Education and Education" on " is established by the Law. These laws define the normative basis, requirements and standards of independent education. In this sense, Article 42 of the new version of the Constitution of the Republic of Uzbekistan stipulates that "everyone can freely choose a profession and type of activity." This includes in-depth mastering of the basics of professions and activities through independent education. In this sense, the concept of freedom in this place means independent study. The newly revised Law of the Republic of Uzbekistan "On Education" also defines the principles of independent education. For example, Article 4 of this law mentions "Encouragement of knowledge, ability and talent". In this sense, independent education is primarily the development of knowledge. As a result, the ability and



talent of the learner will improve. In this way, students with these qualities are encouraged by society, that is, they are supported professionally, socially and politically. Also, the Law "On Preschool Education and Training" defines the principles of independent education of pedagogues of preschool education organizations. It is noted that these pedagogic staff and educators work on their professional skills.

It should be noted that the legislation of our country defines the legal and pedagogical foundations of independent education at the level of need, and mastering them is a necessity for future primary school teachers.

The most important part of the normative basis of independent education is the educational documents. Such normative documents are approved by Decrees, Decisions and Orders of the President of the Republic of Uzbekistan and Decisions of the Cabinet of Ministers. In this regard, the "National Qualifications Framework of the Republic of Uzbekistan" approved by Resolution No. 287 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 15, 2020 is the primary source of these normative bases. This National Qualifications Framework defines "harmonization of knowledge, skills, abilities and competencies" as the basis of independent education. In this sense, independent education performs a practical task in harmonizing acquired knowledge, skills and competencies. So, according to this normative framework, the main issue is to combine professional skills and competencies. Also, a number of normative documents set the foundations, requirements and rules of independent education. The most important of such normative documents is approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 577 of July 12, 2019 "The procedure for certification of psychological staff of the psychological service in general secondary and secondary special state educational institutions" "Regulation" consists of the Regulation "On the National System of Professional Qualifications, Knowledge and Skills Development" approved by Resolution No. 287 of May 15, 2020, and the Concept of Primary Education. Mastering these normative documents is important for future primary school teachers. For this, our country's www.ziynet.uz and www.google.uz. it is recommended to use sources from information portals. Because it is worth mentioning that the versions of the new version of the normative documents are given on these information portals.

International educational programs recognized in our country are one of the important normative bases of independent education. The main such educational programs introduced in our country are TIMSS (International Monitoring and Evaluation System of the Quality of Learning Mathematics and Natural Sciences), TALIS (International Research Program for Assessment of Teachers' Activity, Working Conditions and Educational Environment at School) and PISA (international program for assessing reading comprehension skills of students and learners in general). In these international educational programs, the main focus is on determining the rules and requirements for improving the knowledge and skills of learners through independent action. For example, in TALIS international education program, the issue of independent mastering of the basics of professional activity of future teachers is defined as a primary factor, as well as in this program, independent professional activity is carried out in accordance with the working conditions of teachers and the environment of the educational institution. The display rules are also highlighted. In this sense, it is important for future



primary school teachers to familiarize themselves with these international educational programs and master their requirements and rules.

Orientation of students in mastering the normative foundations of independent education is important. For this, it is advisable to pay attention to the following:

- a) individual mastery of the normative foundations of independent education;
- b) group mastering of the normative foundations of organizing independent education;
- c) mastering the normative foundations of independent education through the mentor-disciple tradition.

In the individual mastering of the normative foundations of independent education, students work individually. In doing so, they are given directions on regulatory documents and grounds. Tips on where to find these resources and standards will be provided. The skills of reading, summarizing and preparing drawings are formed in order to master them. As a result, the future elementary school teacher individually learns the normative foundations of organizing independent education outside of lessons and pedagogic activities. Because the process of individual learning provides the opportunity for freedom to the learner. For example, individual mastering of the Law "On Education" will have an important practical effect. Because in this, the learner learns the law based on the means he is used to. In this regard, someone uses methods such as memorization, someone to summarize, or someone to reflect in drawings. Such an individual approach allows mastering the normative foundations of independent education at the required level.

The organization of their groups is also important in mastering the normative foundations of independent education of learners. According to it, students are divided into small groups of 5-7 people, and they are directed to learn the normative basis of organizing independent education together. The practical effect of such group learning is that learners learn from each other quickly and easily. Because the presence of a learner with experience in mastering in the group serves the effectiveness of this process. In addition, the group learning process allows you to quickly find resources and information. Because the members of the group have the opportunity to find the necessary information from printed publications, electronic resources and additional media. In this sense, there is an opportunity to start this activity at all stages of education in order to master the normative foundations of independent education in a group. Forming and developing group learning skills of pupils and students has a positive effect on the formation of their professional activity. A specialist-pedagogue who is well aware of the normative foundations of organizing independent education is attached to the group learning process as a guiding person.

Mastering the normative foundations of independent education through the teacher-disciple tradition has practical effectiveness. According to him, in the process of higher pedagogical education, professors-teachers who are attached to students organize the process of mastering the normative foundations of organizing independent education of future elementary school teachers, which is a wide opportunity lib, the amount of students attached is also appropriate to the capacity. Also, it would be appropriate to widely use the experience of attaching students to teachers at the educational stages. In this case, the teaching staff will have the opportunity to work with the students assigned to them in their free time. As a result of this,



independent education and the rational use of its opportunities will be included. In this regard, it is of great practical importance to develop the skills of future primary school teachers according to the teacher-student tradition at the required level in the process of higher pedagogical education.

If you pay attention, the means of mastering the normative foundations of the organization of independent education are wide-ranging. It is appropriate to use these tools in accordance with the stages of education. It is very important for future primary school teachers to understand this issue [5].

It should be noted that specific normative bases of independent education have been developed in our country and at the international level, and the educational process has been established based on them.

The need to master the skills of organizing independent education. Mastering the skills of organizing independent education in the process of higher pedagogical education of future elementary school teachers is a necessity today. In this sense, in order to acquire these skills, it is necessary to pay attention to the following:

- a) learning the basics of independent education;
- b) acquiring the skills of organizing independent education;
- c) development of individual ability to organize independent education.

Compulsory (specialization) and optional subjects are used in the process of higher pedagogical education to learn the basics of organizing independent education. The principles, theoretical features and methodical factors of independent education are expressed in the topics of these subjects. Therefore, in the process of mastering these subjects, it is appropriate to pay attention to the deep acquisition of the basics of independent education.

Practical training of educational subjects and special courses play an important role in acquiring the skills of organizing independent education of future primary school teachers. In this case, paying attention to the content of practical training will give the expected effect. Because the directions for deepening the acquired knowledge and skills will be reflected in the practical training. Therefore, future elementary school teachers are recommended to actively participate in the process of practical training.

The development of individual ability to organize independent education is also important. For this purpose, the regular familiarization of the students with additional literature, sources, data and information will give the expected effect. In fact, the development of the potential of a future primary school teacher depends on his individual actions. In this regard, it is appropriate for future elementary school teachers to be active in the process of education and practice.

It should be noted that the need to master the skills of organizing independent education is based on the provision of professional maturity and professional activity of future elementary school teachers based on additional resources. Therefore, it is recommended that future elementary school teachers pay attention to their individual activities in this matter.

Mastering the skills of organizing independent education is important for future elementary school teachers. The following are noteworthy:

- a) expansion of the scope of professional competence of future primary school teachers;



-
- b) development of independent activity skills of future primary school teachers;
 - c) strengthening of professional training of future primary school teachers.

Mastering the skills of organizing independent education of future primary school teachers will serve to expand the scope of their professional competence. According to him, today's future primary school teachers are mastering the issues of organizing lessons, their quality implementation, imparting knowledge and practical skills through theoretical training and weekly training. At the same time, it is important to organize the practical activities of future elementary school teachers on the skills of organizing independent education. Because independent education is one of the important forms of education that is the basis for the expansion of their professional training. In the future, it is expected that the form of independent education of students will expand in the process of primary education. Because it is related to the process of innovative and technological development of society. In this regard, in the future, a number of tools will be used to organize the independent education of elementary school students. The most important of such tools are large-scale mastering of certain topics, providing a source of additional knowledge on the initiative of students, and expanding the process of learning by students through independent study. It is important to acquire the skills of future primary school teachers in the process of higher pedagogical education on these issues.

As a result of mastering the skills of organizing independent education, the independent activity skills of future elementary school teachers will be further developed. In this case, independent and voluntary organization of lessons, independent selection of the most important topics, independent evaluation of the learning process of students, free choice of tools that have a positive effect on the learning process, and independent work carried out in accordance with state educational standards and implementation in accordance with the requirements is important. In this regard, in the process of higher pedagogical education, it is important to prepare the skills of the future elementary school teachers to organize independent education, focusing on these tools. In general, the content, theory, methodology and tools of elementary education should be taken as the main basis for the process of mastering the skills of organizing independent education. That's when the skills of independent education of future elementary school teachers will be formed in connection with practice.

Mastering the skills of organizing independent education of future elementary school teachers will have a positive effect on their professional training. Today, future primary school teachers meet the theoretical, methodical and practical requirements of professional training. In this, the influence of the direct higher pedagogical education process is strong. At the same time, the acquisition of skills for organizing independent education of future elementary school teachers will expand the scope of their professional training. It includes the skills of organizing the education and training process of the primary school teacher on the basis of his independent activity, independently eliminating the problems that arise in the process of primary education, and entering into independent relations with the students. It is important to find. It is through these means that the scope of their professional training expands. If you pay attention, the development process of our society demands that elementary school teachers be aware of the basics of independent activity. Because the owner of an independent activity has his own



individual approaches to issues in the education and training process. All this serves to expand the professional competence of future primary school teachers.

Thus, the normative basis of organizing independent education in primary education is relevant due to its theoretical, methodical and practical features. It is recommended that future elementary school teachers master these highlighted issues.

References:

1. Development strategy of new Uzbekistan. // www. Google.uz.
2. Jabborova O., Umarova Z. Diagnostics of primary education. - Tashkent, 2023
3. Hasanboyev J. et al. Explanatory dictionary of pedagogy. - Tashkent, 2009
4. Mardanov Sh., Zokirov U. Theory and history of pedagogy. - Tashkent, 2021
5. Ahliddinov R. The art of school management. - Tashkent, 2001