



THE CONCEPT, TYPES, AND REQUIREMENTS FOR THE ORGANIZATION OF INDEPENDENT WORK USING A PERSONALITY-ORIENTED APPROACH

Djurakulova Diyora Alisher qizi

PhD student of the Samarkand State Institute of Foreign Languages,

Tel:+998990386423

E-mail: adhamova23@icloud.com

Abstract. *The theoretical foundations of independent work as a fundamental part of education are explored in this paper. This explores how the idea of independent work has been interpreted in educational literature, highlighting its adaptability as a form, approach, tool, and kind of learning exercise. The classification of independent work, which includes jobs with different objectives and degrees of student autonomy, such as practical, artistic, reproductive, and cognitive-search tasks, receives particular attention. The paper also outlines crucial psychological and educational prerequisites for the efficient organization of independent work. These include the need to match students' abilities, have clear goals, foster creativity and self-control, gradually increase task complexity, and use a methodical structure. Within the context of contemporary learner-centered education, the study emphasizes the value of carefully thought-out independent work in fostering students' independence, critical thinking, and feeling of personal accountability.*

Keywords: *independent work, learner autonomy, classification of tasks, cognitive activity, self-regulation, creative development, pedagogical requirements.*

INTRODUCTION.

The theoretical comprehension of autonomous work outlined in the analyzed literature underscores its characterization as a methodically structured and pedagogically overseen endeavor. It is characterized as a form of educational activity in which learners autonomously establish objectives, organize activities, and assess the results of their endeavors. This work involves not only the management of educational information but also proactive engagement with scientific and professional materials. Nonetheless, researchers emphasize that in practice, students frequently lack the fundamental skills necessary for authentic autonomy; consequently, autonomous work must be deliberately supported through scaffolding. According to Faiziyeva (2023), independent work should not be viewed as a solitary activity disconnected from instruction; instead, it necessitates ongoing pedagogical support through explicit guidance, strategic direction, and regular feedback[4]. Without proper oversight, autonomous work risks becoming superficial, mechanized, or overly formalistic.

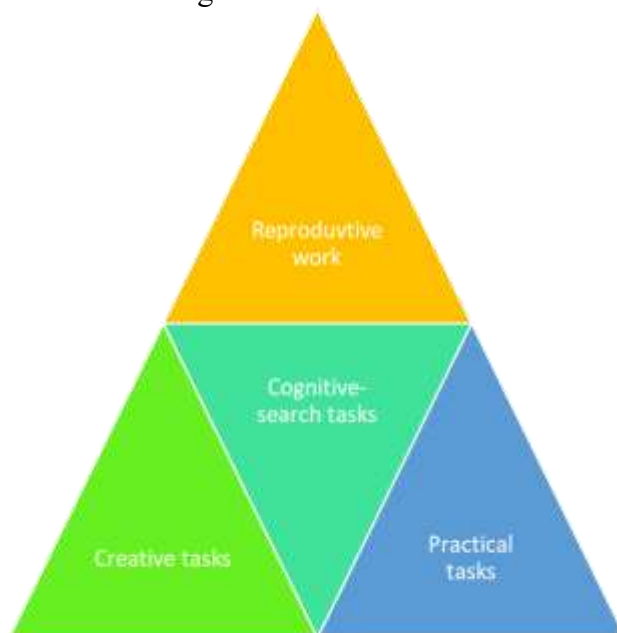
While the term “independent work” is subject to varied interpretations within pedagogical theory, a consensus among scholars generally defines it as a distinct form of student cognitive engagement. This engagement is conducted under the pedagogical guidance of the instructor, yet without their immediate, direct participation. Independent work presupposes that students develop their existing knowledge, exercise self-discipline, and apply cognitive effort deliberately to progress towards the objectives of the assignment. It is simultaneously regarded as a method, a form of student employment, an educational endeavor, and a mode of instruction.

The educational importance of independent work is multifaceted. Firstly, it promotes intellectual and cognitive growth by enhancing critical thinking, analytical reasoning, and the capacity to integrate various categories of information. Authors observe that students who actively participate in self-directed activities shift from superficial memorization to a more profound, conceptual understanding. Secondly, autonomous

employment is vital in the development of professional skills. In language education, students are anticipated to scrutinize authentic texts, analyze linguistic resources, develop research-based presentations, and utilize diverse sources in English. These activities simulate authentic professional responsibilities, equipping students for professions in translation, foreign language instruction, linguistics, and international communication. A third significant function of independent work is the cultivation of creativity. The sources emphasize that creative assignments, including research projects, innovative scenarios, creative writing, and involvement in academic competitions, foster divergent thinking and promote intellectual initiative. Creativity is regarded not merely as an optional attribute but as a fundamental element of contemporary higher education that promotes students' involvement in meaningful problem-solving [2].

Additionally, working independently promotes responsibility and self-control. Students develop the abilities to efficiently manage their time, prioritize assignments, and track their progress, all of which are crucial for academic achievement and professional growth. Through meticulously crafted exercises, learners acquire skills in self-organization, reflection, and self-assessment, which are essential components of lifelong learning. Consequently, autonomous work encompasses cognitive, motivational, and personal development elements, establishing it as a crucial tool for equipping students to confront future professional obstacles.

Considering the nature of the tasks, their cognitive complexity, and educational objectives, independent work is classified into several categories:



In conclusion, effective organization of independent work requires the completion of various pedagogical and psychological conditions. Primarily, independent work must possess a clear and well-defined objective. To assist students in comprehending the expectations and assessment criteria, tasks should be clearly and purposefully articulated. Second, to ensure uninterrupted cognitive development, tasks should progressively escalate in complexity while aligning with the learners' present level of preparedness. Third, to prevent boredom and promote diverse cognitive skills, educators should integrate multiple forms of autonomous work into their courses and the overall curriculum. Fourth, tasks should foster creativity, problem-solving, and cognitive engagement while minimizing repetitive, mechanical activities.

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