



## Ways to Increase the Effectiveness of Knowledge through the Organization of Independent Work in Elementary School Mathematics Lessons

**Osarova Gozalkhan Rasuljon qizi**

*Master's student of Namangan State University, Uzbekistan*

### Abstract

This article contains reflections on ways to activate elementary school mathematics lessons, further increase the effectiveness of knowledge through the organization of their independent work.

**Keywords:** Student, Educational and upbringing process, Independent Education, cognitive efficiency, assessment, and incentive.

The activities of each student in the educational process are unique and do not repeat each other. So it is definitely not appropriate to see in one position the assessment of the potential of students, their talent, their level in the learning process in the same way. The difference is also great in the potential for independent work and thinking of students.

Independent work in students, first of all preparing them for independent work, is formed by the teacher in such ways as a problematic statement of materials. In this case, the following tasks can be recommended regularly: the study of the material on the basis of textbook, sample independent exercises, new types of assignments, the teaching of creative work [3].

Independent activity increases activity, training students with idle mastering to work independently gives a good effect. Independent activity makes a person discerning and presentable. This activity should develop harmoniously in younger schoolchildren. To do this, first of all, it is necessary to mentally prepare students for independent activities, be sure to be able to do something in them and do this work qualitatively.

What types of independent work should be? First of all, the types of work should be carefully thought out by the teacher, based on the educational goal and chronic. In this case, the possibility of each student should be taken into account, their age characteristic, interest in what should also not be overlooked.

One of the qualities of mental development of students is that they fully remember and complete assignments. In this case, having understood the purpose of the work to be performed, it is necessary to establish its plan and choose the method of work that makes the mistakes made particular attention is paid to the fact that they can find independent and fix it.

It is useful to choose convenient methods for students to quickly, correctly complete assignments, to recommend base words by constantly asking leading questions for its organization. It is natural for students to experience difficulties in doing independent work qualitatively. Because yet their imagination is bright, there is not enough vocabulary. It is known that the child receives upbringing from the family for the first time. The social environment in the family the discipline of its internal order consciously affects the upbringing of the child.

As soon as children begin to grow up, they begin to be interested in where their parents work, the places they occupy in society, their knowledge. Ensuring that family cooperation is educationally



correct is one of the important tasks of the school. The initial impact on the meaningful Organization of family education is determined by the school. Only a school can provide guidance on improving the effectiveness of Family Education. Family, School and public cooperation on the upbringing of children is one of the urgent issues of our present day.

Experiments show that children observe quickly when working under the guidance of a teacher. In order not to get used to this situation, it is more necessary to encourage them to think independently of themselves. Attracting the attention of students in order to remind the events in the text: Why? Why did it happen? How was it supposed to be like you? By asking questions like, approving his opinion and thinking again you will find, very good, very healthy! using motivating words such as useful. For example, in primary classes, independent work is given as an example and issues performed at home, which are included in the textbook, and puzzles for gifted students are given as independent work.

When a child is satisfied with the independent work that he did first, his interests increase and he begins to carry out new and new types of work.

Independent work of students in the learning process is work performed by a teacher on specific tasks for a specially allocated period of time, without direct participation: in this, students spend their energy on achieving the goal set in the assignment, consciously striving for the result of mental or physical actions, expressing in some form [2].

The results of independent work should always be checked. Verification can be oral or written. The child thinks before he writes, verbally concentrates his mind, then proceeds to write it. He thinks seriously in order to express his opinion, to observe on a question or issue that is allowed. This process arises and is strengthened on the basis of (oral) speech.

For example, the reader thinks before the written expression of his opinion. The first forms of essay writing begin with such work. The child reads the text, makes a verbal analysis, comes up with headings and plans what pictures should be worked on.

When teaching students to independent activities, the following should be observed:

- ✓ may each assignment to be given be appropriate to the students ' capabilities and be able to arouse interest;
- ✓ let the work be directed from easy to difficult, from simple to complex, let it be clear to the reader;
- ✓ let the children wake up feeling of self-confidence when doing work, let them feel confident in themselves when they get to work;
- ✓ let the tasks to be performed independently be carried out one by one (we remind you that giving the same task for all readers is not an independent activity), of course, in this it is necessary to pay attention to the empty mastering reader.
- ✓ it is necessary to attach special importance to the replacement of the type, constantly queuing the tasks;
- ✓ it is necessary to accustom children who have an empty master to fulfill this requirement, reminding them that everyone should finish assignments at a certain time, starting at the same time;
- ✓ assignments can be completed at different stages of the lesson;
- ✓ when working with textbooks, didactic materials, it is desirable to have continuity.



The tasks assigned to the House are also a kind of independent work. It is necessary to instill in children, as much as possible in class conditions, basic knowledge and skills, to normalize the assignment of tasks to the House.

### References

1. M.E.Jumaev. Matematika o'qitish metodikasi. (Oliy o'quv yurti uchun darslik.) Toshkent. "Turon-Iqbol", 2016 yil. 426 b.
2. M.E.Jumaev, N.T.Ahmedova, B.S.Abdullayeva, N.U.Asloнова. "Boshlang'ich sinflar uchun matematikadan didaktik materiallar", O'qituvchilar uchun metodik qo'llanma, Toshkent, 2016 yil.
3. M.E.Jumaev Z.G'.Tadjieva. Boshlang'ich sinflarda matematika o'qitish metodikasi. (Oliy o'quv yurti uchun darslik.) Toshkent. "Fan va texnologiya", 2005 yil.
4. M.E.Jumaev Boshlang'ich sinflarda matematika o'qitish metodikasidan praktikum. (Oliy o'quv yurti uchun o'quv qo'llanma) Toshkent. "O'qituvchi", 2004 yil.