

**FEATURES OF THE FORMATION OF INDEPENDENCE
YOUNGER SCHOOLCHILDREN**

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Abstract: This article discusses the process of developing independence among primary school students in the classroom, as well as testing a set of tasks that helps increase the level of independence of primary school students in the classroom.

Key words: Student, lesson, independence, speech, skills.

When they talk about independence, they talk about initiative, confidence in decision-making, the ability to find a way out of a difficult situation, correctly evaluate oneself, highlight the main thing, and correct mistakes. Psychologists believe that the desire for independent, devoid of external pressure, study and mastery of the world around us is a natural need inherent in a child by nature itself. In their opinion, the phrase “I myself” means the beginning of the formation of personality. But independence is not born on its own; it is formed as the child grows up and has its own characteristics at each age stage. School occupies a special place in this matter. Upon entering school, the child begins to play a new social role: he is a student, he is a responsible person, he is consulted and taken into account. Mastering the norms of behavior developed by society allows the child to gradually turn them into his own, internal requirements for himself. To do this, it is necessary to technically competently build the education process. And education should begin with diagnosis, taking into account the age characteristics and capabilities of children of a given age, and it should be taken into account that independence is associated with personal qualities [1].

In order for the process of fostering independence to be most effective, certain conditions must be met. The best conditions for the formation of independence are represented by creative activity - the main sphere of personal self-expression. To do creative work, you need to independently obtain the necessary information and read literature on the problem. Creativity begins in class and continues after class – in extracurricular activities and in clubs; There is a continuous process with mandatory summing up in various forms [3].

The next important condition is the presence of special knowledge, skills and abilities. They determine students' readiness for independent action. A student who rejects help and at the same time strives for independence turns out to be rather arrogant if he does not possess the necessary skills. Therefore, it is important to promote the acquisition of the need for educational activities and motives for educational actions. It is the desire and ability to learn that characterize a primary school student as a subject of educational activity, possessing such important personal qualities as independence, initiative, responsibility, etc.

However, a student who has knowledge, skills and abilities does not always strive to demonstrate his independence. This requires an internal need to act independently, i.e. motive. Consequently,

independence is also characterized by a certain motivational attitude, which sets in motion knowledge, skills and abilities, encourages the student to act without outside help or reminders.

The student's cooperation with teachers and friends is also necessary for the successful development of independence. Communication that occurs in the process of joint activity introduces the student to cultural values, to the experience of adults and peers. Cooperation is especially valuable when it encourages self-knowledge and self-realization [2].

Independence is directly related to volitional processes. To make an independent decision, you need not only knowledge, experience, motivation, but also willpower.

Thus, we can distinguish three features: skill – motive – will, which characterize independence as a property of personality and activity. They are closely related and interdependent. It is no coincidence that independence is considered by psychologists and teachers as a core personality trait. And as stated above, it is closely related to such personal qualities as activity and responsibility.

Indeed, independence cannot exist without responsibility, i.e. the need and responsibility to take responsibility for one's actions. A prerequisite for responsibility is the ability to choose. The difficulty is that by choosing one path, the other, or rather, others, is thereby excluded. Thus, responsibility is taken for what is rejected and not accepted. Responsibility is impossible without correct or adequate self-esteem. Only real and sufficient knowledge about oneself will give the student real support in life, help improve his status, and realize his opportunities to become a person. If self-esteem is built on the conscious results of self-control and reflection, it is filled with genuine knowledge. Such self-esteem is a real assistant to the student in determining his path to the future and in taking successful steps along this path [6].

An independent, responsible person is also characterized by the presence of internal discipline. This deep level of discipline presupposes, in addition to the precise fulfillment of duties, meaningful activity, which brings creativity, the desire for public benefit.

In addition, the independence of younger schoolchildren is combined with their dependence on adults, and this age can become a turning point, critical for the formation of this personality quality. On the one hand, gullibility and openness, on the other hand, too early an emphasis on autonomy and independence can give rise to disobedience. It is necessary to make the education of independence and dependence mutually balanced.

Thus, from the considered definitions of the concept of "independence" given by psychologists and teachers, it is clear that it is one of the most important qualities of a person, without it the full development of personality is impossible. It includes, from a pedagogical point of view, knowledge, abilities, skills; from a psychological point of view, it is a system of self-regulation of activity, that is, it contributes to the formation of behavior in the future.

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**INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR
RESEARCH & DEVELOPMENT**

SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563

eISSN 2394-6334 <https://www.ijmrd.in/index.php/imjrd> Volume 10, issue 12 (2023)

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