Published Date: - 25-11-2025

Page No: - 295-298

USING ASSIGNMENTS BASED ON IMEN TECHNOLOGIES TO TEACH PRIMARY SCHOOL STUDENTS TO STUDY INDEPENDENTLY

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Abstract
Imen technologies (individual approach, methodological basis, heuristic methods, theoretical-practical integration) have become a key component of modern education. Using independent assignments based on Imen technologies in primary grades allows students to actively participate in the learning process, develop their ability to think independently, and demonstrate creative approaches. This article discusses in detail the essence of Imen technologies, their application in independent assignments, methodological recommendations, and effectiveness.

Keywords: Name technologies (individual approach, methodological basis, heuristic methods, theoretical and practical integration), creative approach, individual abilities, independent work, independent study.

Introduction
Modern technologies play an important role in primary education. They make the learning process interesting and effective, helping to develop children's independent thinking, research, and creative abilities. By using information technologies, teachers can organize lessons in a more interactive and vivid manner. Today, the TRIZ technology has not been implemented in the preschool education system in our country, because the content of the TRIZ program, as well as teaching forms and methods, has not been sufficiently developed.

Tasks such as “Defining the priority directions for the systematic reform of general secondary and extracurricular education, raising the moral, ethical, and intellectual development of the growing young generation to a qualitatively new level, and introducing innovative forms and methods of education into the teaching and upbringing process” have been outlined.

MAIN PART
Nowadays, TRIZ technology is widely used as a pedagogical method in innovative education systems. The role of this technology in innovative education systems is increasing, as it develops students' creative thinking, analytical skills for problem-solving, and abilities to find unconventional solutions. Personalized technologies are an educational approach organized by taking into account each student's individual abilities, interests, and needs during the learning process. With the help of these technologies, students not only acquire theoretical knowledge but also develop the skills to apply it in practice. Independent assignments are tasks that ensure students can apply their knowledge, skills, and competencies independently. Independent assignments developed based on personalized technologies include the following aspects:

1. Taking into account each student's individual abilities;
2. Focused on deep understanding of the learning material;
3. Connection with practical application;
4. Use of innovative methods;
5. Opportunity for self-assessment and analysis.

Independent work is learned through performing various methods, creative tasks, crosswords, visual, didactic, test, handout materials, and new types of assignments. When preparing students for independent work, the purpose of the tasks is explained to them briefly and clearly. There are different types of independent work, and when choosing them, students' readiness and the level of the tasks are taken into account. Independent work studied in lessons depends on the type of lesson, various stages of the lesson process, and the content of the learning material. In primary grades, independent tasks are divided into three groups in terms of volume and complexity: a) preparatory, b) semi-independent, c) fully independent tasks equivalent to a text. Independent tasks increase activity and are effective in teaching passive learners to work independently.

What should independent work tasks be like? First of all, the work tasks should be carefully thought out by the teacher and based on educational objectives. Each student's abilities should be taken into account, and their age characteristics and interests should not be overlooked. If a child feels satisfied with the initially completed independent work, their interest will increase, and they will start engaging in various new tasks. The results of independent work should always be checked. Checking can be done orally or in writing. In teaching students independent activity, the following should be observed:

- Each assignment given should match the students' abilities and be able to arouse their interest.
- Work should be directed from easy to difficult, from simple to complex, and be understandable to the student.
- While completing the task, children should develop a sense of self-confidence and feel courage as they start the work.
- Assignments meant to be completed independently should be carried out individually.
-It should be done individually, of course, attention should be given to students who learn slowly.

When carrying out independent work, additional educational resources are used, taking into account students' levels of understanding and abilities, in order to enhance their creative skills. It is also appropriate to give students tasks of moderate difficulty as independent work and homework, which can be solved using various types of literature. The student learns to work on themselves, develops their speech and memory skills, and tries to relate the topic to real-life events. For example, Doctor of Pedagogical Sciences, Professor A. G‘ulomov defines independent work as follows: “By independent work, we primarily mean consciously purposeful activities organized under the direct supervision of the teacher, aimed at reinforcing the theoretical knowledge acquired by students in their mother tongue and improving their skills.”

The "Critical Thinking" method is based on the student's ability to express their opinion about a given task or problem, critically reassess the opinions of others, justify their own point of view, and maintain it. It usually arises when solving important issues. For example: Why should we protect nature? This allows the teacher to develop students' listening and

communication skills, the ability to understand from different perspectives, resolve debatable issues, conduct analytical reasoning and enhance thinking skills, as well as strengthen their ability to form their own opinion.

1. Students are given a task or a tricky problem and the following questions are asked:
- What do you think?
- What is your opinion?
- How do you think it should be?

Questions like these are aimed at guiding the student to form their own point of view.

2. The student is given the opportunity and time to develop their own opinion and perspective.

3. The student provides reasoning for their opinion, and to clarify their point of view, the following questions can be asked:
- Why do you think so?
- What led you to this conclusion?

4. The teacher allows students who have a different opinion on the issue under review to speak, and the following questions can be asked:
- Who has a different opinion, and why?
- Who does not agree with the opinion expressed, and why?

5. The teacher, together with the students, analyzes all opinions as a means of discussing different points of view, and the following questions can be asked:
- Why do you not agree with another student's point of view?
- Can you provide supporting reasons for your own point of view?

6. The solution to a problem, task, or complex issue is achieved by students either accepting the decision made or reassessing it, during which the following questions can be asked:
- In your opinion, whose point of view is the most reasonable?
- Which approach is better to resolve the situation that has arisen?

The "Why" diagram can be used in the process of studying all topics of general education subjects. The "Why" diagram is a chain of thoughts aimed at identifying the initial causes of a problem. It develops and activates systematic, creative, and analytical thinking. They become familiar with the rules for creating a "Why" diagram. They ask the "Why" question and draw it, then write the answer to this question. This process continues until the initial cause of the problem is identified. They join small groups, compare, and supplement their diagrams. They compile it into a common diagram.

1. You can choose to use circles or rectangles.
2. You can choose the appearance of the diagram – whether the chain of thoughts is linear or non-linear.
3. Direction indicators define your search path: from the initial state to the research process.

CONCLUSION

Using independent assignments based on modern technologies in primary school classes is an important component of contemporary education. This approach helps develop students' ability to think independently, their creative approach, and practical skills. Additionally, they acquire the skills to work with modern technologies and have the opportunity to apply their knowledge in practice. For the successful implementation of independent assignments based on modern technologies, teachers need to constantly improve themselves, become familiar

with modern methods and technologies, and acquire the skills to apply them in practice. Furthermore, creating the necessary conditions and resources by the school administration also ensures the successful implementation of this process.

To increase the effectiveness of independent assignments, it is recommended to regularly improve them, enrich them with modern technologies, and take students' feedback into account. As a result, primary school students not only acquire knowledge and skills but also grow into competent individuals who can apply them in real life.

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