



## REQUIREMENTS FOR INDEPENDENT TASKS IN LITERACY LESSONS

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### ABSTRACT

*Independent tasks play a crucial role in the process of developing literacy skills in primary school students. These tasks help students develop skills in text comprehension, analysis, independent thinking, and expressing their thoughts. This research analyzes the requirements for independent tasks in literacy lessons, such as the clear and understandable formulation of assignments, their alignment with the age and psychological characteristics of students, their gradual nature, and their ability to stimulate creativity and activity. The results of the study highlight the significance of independent tasks in the effective development of literacy skills in primary school students.*

**INTRODUCTION:** Today, one of the most pressing issues in the educational process is the development of students' ability to think independently, search for knowledge on their own, and apply their skills effectively. This is especially important in primary education, where literacy lessons lay the foundation for this process. A student's literacy is not limited to reading a text correctly and fluently, but also requires the ability to understand, analyze, and express one's own thoughts.

Therefore, correctly organizing independent tasks in literacy lessons and setting appropriate, goal-oriented requirements for them is one of the key factors in making the learning process more effective. Independent tasks help students develop skills such as inquiry, analysis, independent thinking based on the text they read, and drawing conclusions.

### LITERATURE REVIEW AND METHODOLOGY

There are various approaches in scientific and pedagogical literature regarding the formation of literacy skills, the development of independent thinking, and the guidance of independent tasks for primary school students. In particular, the research of scholars such as A.V. Skiba, N.A. Tsybulko, O.S. Gazman, M.N. Skatkin, and others provides a detailed examination of the role of independent tasks in the educational process, the methodology for their effective organization, and the psychological foundations of these tasks.

According to pedagogical scholars N.V. Mikhaylova, L.S. Vygotsky, and D.B. Elkonin, during the primary school years, the development of independent thinking and literacy skills in students is formed not only through the acquisition of ready-made knowledge provided by the teacher but also through independent activity. Independent tasks specifically teach students to

analyze the content of a text, identify the main idea, express their understanding, and draw independent conclusions.

In research by T.S. Komarova, V.G. Gorelov, and E.I. Nikolayeva on the effective organization of independent tasks, it is emphasized that assignments should be tailored to the age and psychological characteristics of students, based on the principle of gradual development, and directed towards fostering interesting and creative approaches.

Additionally, the State Education Standard of the Republic of Uzbekistan, textbooks created for primary education, as well as methodological guidelines and recommendations (such as the works of A.Kh. Yuldashev, D.T. To'xtasinova, and N.M. Jo'raev) provide practical approaches for improving the content and forms of independent tasks.

The theoretical and methodological basis of this research consists of modern pedagogical, psychological, and methodological concepts related to independent learning, the formation of literacy skills, and the independent organization of educational activities. Specifically, L.S. Vygotsky's "zone of proximal development" theory, D.B. Elkonin's concept of staged teaching, A.V. Skiba and N.A. Tsybulko's methods for organizing independent tasks, and T.S. Komarova's advanced experiences in shaping literacy skills in primary education have been accepted as the primary sources for this research.

### Requirements for Independent Tasks in Primary School Literacy Lessons:

- Goal-oriented nature (Didactic purpose)** - Independent tasks should serve the main goal of the lesson, that is, they must be directed towards developing students' skills in reading, understanding, analyzing texts, and independently processing the information presented in the text.
- Logical sequence and gradual progression** - Independent tasks should be organized in a step-by-step manner, from simple to complex, and from basic tasks to more complex analytical assignments. Each task should serve as a foundation for the next level of knowledge and skills.
- Student-centered approach** - Assignments should be selected considering students' age, psychological characteristics, individual abilities, interests, and cognitive levels. This approach increases students' motivation for independent work.
- Encouragement of activity and creativity** - Independent tasks should require intellectual activities such as analysis, expressing opinions, critical thinking, and drawing conclusions from the text, rather than just memorizing facts or copying information.
- Possibility for control and assessment** - The results of independent tasks should be analyzed by the student and regularly monitored by the teacher, providing opportunities for error correction and self-assessment.
- Development of independent thinking** - Tasks should be designed in a way that students are not just given ready-made answers but are encouraged to think independently based on the provided information, engage in reasoning, and draw conclusions.
- Alignment with students' literacy level** - Assignments should aim to develop students' literacy levels through text work, encouraging them to learn new words, understand the content of the text, and independently find answers to related questions.

These methodological principles allow for the effective organization of independent tasks in the process of developing literacy skills for primary school students, as well as ensuring clear requirements and opportunities for control and evaluation.

## RESULTS

The analysis of the scientific literature, advanced pedagogical practices, and theoretical sources studied during the research process indicates that the effective organization of independent tasks plays a crucial role in developing literacy skills in primary school students. According to the scientific sources, the scientifically-based requirements for independent tasks serve to develop the following skills in students:

- The ability to comprehend and analyze texts;
- The ability to think independently and draw well-founded conclusions;
- The skill to extract the main idea from a text and enrich it with their own thoughts;
- The ability to express their thoughts freely and logically;
- An increased interest in research and creative approaches.

Based on the analysis of scientific and theoretical sources, it can be stated that organizing independent tasks in a step-by-step manner, considering students' age characteristics, has an effective impact on increasing their activity in class, reinforcing their knowledge, and developing their independent research skills.

Additionally, the general conclusions formed based on pedagogical sources and experience demonstrate that correctly and methodologically grounded organization of independent tasks in literacy lessons contributes to enhancing students' learning motivation. This approach encourages students to search for and analyze knowledge independently, rather than just accepting pre-existing.

## DISCUSSION

Today, teaching primary school students to think independently and developing their literacy skills is one of the main goals of modern education. In particular, in literacy lessons, independent tasks not only deepen the student's knowledge but also serve as the foundation for expanding their intellectual horizon, encouraging critical thinking towards texts, and developing skills in independent research and drawing conclusions.

During the research process, experimental trials have shown that independent tasks shift students away from the habit of searching for "ready-made answers" and awaken their skills in inquiry, observation, and logical analysis. Independent task assignments not only reinforce knowledge but also contribute to the development of students' ability to express opinions through independent reading.

The discussion process revealed that for the effective organization of independent tasks in literacy lessons, the following factors are of significant importance:

- The alignment of tasks with the age and psychological characteristics of students;
- The presence of elements that encourage inquiry in the tasks;
- The creation of opportunities for students to make independent decisions.

Scientific research has demonstrated that the effective organization of independent tasks in literacy lessons allows for the transformation of the student from a passive knowledge receiver into an active knowledge seeker and analyst. The specific requirements set for independent tasks guide this process in a systematic and effective direction.

## CONCLUSION

The results of the research demonstrate that independent tasks play a critically important role in the process of developing literacy skills in primary school students. Independent tasks

not only reinforce students' knowledge but also shape their intellectual skills, such as independent thinking, text comprehension, analysis, and drawing conclusions.

Properly organized independent tasks transform the student from a passive recipient of knowledge into an active, inquisitive, and thoughtful individual. In particular, the scientific grounding of the requirements for independent tasks, their gradual nature, their alignment with students' age characteristics, and the opportunities they create for creative work with texts enhance the effectiveness of literacy lessons.

Overall, independent tasks serve as a primary tool in shaping the intellectual development of primary school students and in fostering their motivation for independent learning. Therefore, effectively organizing independent tasks and setting clear requirements for them in literacy lessons is a guaranteed method for improving the quality of primary education.

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