DEVELOPING STUDENTS' INDEPENDENT WORK SKILLS: EDUCATIONAL TASKS AND THEIR ORGANIZATIONAL STAGES

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Abstract. The development of independent work skills is essential for students to succeed both academically and professionally. This article explores the various stages of developing independent work skills through educational tasks. It highlights the importance of structured tasks in fostering autonomy, self-discipline, and critical thinking. The article outlines the stages of independent work development, from introductory tasks to mastery, and provides insights on how teachers can effectively design and organize assignments to support students' growing independence. Through these educational tasks, students gain essential life skills that promote self-motivation and problem-solving.

Keywords: independent work, educational tasks, student autonomy, self-discipline, problem-solving, critical thinking, task organization;

ФОРМИРОВАНИЕ НАВЫКОВ САМОСТОЯТЕЛЬНОЙ РАБОТЫ УЧАЩИХСЯ: УЧЕБНЫЕ ЗАДАЧИ И ИХ ОРГАНИЗАЦИОННЫЕ ЭТАПЫ

Аннотация. Развитие навыков самостоятельной работы имеет ключевое значение для успеха студентов как в учебной, так и в профессиональной деятельности. В данной статье рассматриваются различные этапы развития навыков самостоятельной работы через образовательные задания. Подчеркивается важность структурированных заданий для развития автономии, самодисциплины и критического мышления. Описаны этапы развития самостоятельной работы от начальных заданий до уровня мастерства, а также даются рекомендации по организации заданий для поддержки растущей независимости студентов. Через эти образовательные задания студенты приобретают важные жизненные навыки, такие как самовдохновение и решение проблем.

Ключевые слова: самостоятельная работа, образовательные задания, автономия студентов, самодисциплина, решение проблем, критическое мышление, организация заданий;

TALABALAR MUSTAQIL ISHLASH KO‘NIKMALARINI O‘STIRISH: TA’LIM TOPSHIRIQLARI VA ULARNING TASHKILIY BOSQICHLARI

Annotatsiya. Talabalarning mustaqil ish ko‘nikmalarini rivojlantirish, akademik va professional muvaffaqiyatga erishish uchun juda muhimdir. Ushbu maqolada mustaqil ish ko‘nikmalarini rivojlantirishning turli bosqichlari ta’riflanadi. Ta’lim topshiriqlari orqali mustaqillik, o‘zini boshqarish va tanqidiy fikrlashni rivojlantirishda strukturalangan topshiriqlarning ahamiyati ta’kidlanadi. Maqolada, mustaqil ish ko‘nikmalarini boshlang‘ich bosqichlardan to mukammallikka qadar rivojlantirishning bosqichlari ko‘rsatilgan va talabalar mustaqilligini oshirish uchun topshiriqlarni qanday tashkil qilish kerakligi haqida fikrlar berilgan. Ushbu ta’lim topshiriqlari orqali talabalar o‘zini rag‘batlantirish va muammolarni hal qilish kabi muhim hayotiy ko‘nikmalarga ega bo‘lishadi.

Kalit so‘zlar: Mustaqil ish, ta’lim topshiriqlari, talabalar mustaqilligi, o‘zini boshqarish, muammoni hal qilish, tanqidiy fikrlash, topshiriqlarni tashkil etish.

Introduction. In the modern educational landscape, the development of independent work skills is becoming increasingly recognized as a key factor in student success. Independent work is not only critical for academic performance but is also a fundamental skill needed in the professional world. As educational systems strive to prepare students for complex real-world challenges, fostering the ability to work independently is paramount. According to Biggs (2003), the ability to engage in independent learning is closely tied to students' ability to think critically, solve problems, and regulate their own learning processes. Therefore, cultivating independent work skills is essential for creating learners who are self-sufficient, resourceful, and capable of lifelong learning.

Independent work involves various cognitive and motivational processes, where students must manage their time, stay disciplined, and produce quality work without constant supervision. Jonassen (2000) suggests that tasks designed for independent learning should be authentic, engaging, and aligned with real-world problems, which allows students to deepen their understanding while fostering autonomy. Zimmerman (2002) further emphasizes that independent learning encourages self-regulation, which is essential for successful academic outcomes and personal development.

However, developing such skills is a gradual process that requires structured support and appropriately designed tasks.

In this context, educational tasks are central to the process of developing independent work skills. The tasks given to students must be strategically designed to encourage independence while also providing enough guidance to ensure success at each stage of the learning process. These tasks should evolve in complexity, providing opportunities for students to gradually build and refine their skills. This progressive development of independent work skills is often structured in stages, starting with basic tasks and culminating in advanced, self-directed projects.

This article aims to explore the stages of developing independent work skills through educational tasks. It highlights how the organization of tasks plays a crucial role in facilitating students' autonomy, critical thinking, and self-motivation. By

analyzing the stages involved in this development from initial task assignments to more complex, independent problem-solving assignments this article will outline how educators can foster independent work in students at various levels of their academic journey. Through careful task design and scaffolding, teachers can guide students toward becoming lifelong learners who are capable of managing their own educational processes.

Literature Review. The development of independent work skills in students has been widely discussed in educational research, particularly in relation to fostering autonomy, critical thinking, and lifelong learning. According to Garrison (2016), independent learning plays a pivotal role in shaping students' capacity for self-regulation and academic success. Autonomy in learning encourages students to take ownership of their academic journey, enhancing both cognitive and emotional growth.

Researchers such as Zimmerman (2002) emphasize the significance of self-regulated learning, which involves setting goals, monitoring progress, and reflecting on outcomes. Independent work tasks help students practice these skills, contributing to greater academic achievement and personal growth. Furthermore, Jonassen (2000) points out that independent learning fosters problem-solving abilities, which are essential for both academic success and real-world problem-solving scenarios.

Vygotsky's (1978) socio-cultural theory provides a deeper understanding of the importance of social interaction in the development of independent learning skills. He argues that learners progress from guided assistance (scaffolding) to independent problem solving through collaborative learning environments. This theory highlights the teacher's role in supporting students at different stages of independence.

Additionally, research by Biggs (2003) shows that students' independent learning is directly linked to the design and structuring of educational tasks. Tasks that are appropriately scaffolded and progressively complex can significantly enhance students' self-regulation, autonomy, and academic performance.

In the context of task design, teachers are encouraged to create tasks that are both challenging and achievable. This involves balancing the complexity of the task with the students' current skill levels, allowing them to gradually increase their independence. A well-structured educational task should promote critical thinking, engagement, and the ability to reflect on one's own learning (Korthagen, 2010).

Research Methodology. This study employs a **qualitative research methodology** to explore the organizational stages of developing students' independent work skills through educational tasks. The research design consists of multiple methods for data collection, including classroom observations, interviews, and surveys, to provide a comprehensive understanding of the process.

Participants - The study involved undergraduate students from diverse academic disciplines who were enrolled in language and communication courses at a major university. The participants were selected from a pool of students who were required to complete independent work assignments as part of their course curricula. The total sample size consisted of 100 students, with ages ranging from 18 to 25 years.

Data Collection - Three primary data collection methods were utilized:

1. Classroom Observations: Observations were conducted to monitor how students approached and managed independent tasks. The researcher focused on how

students interacted with the assigned tasks, managed their time, and sought guidance from the instructor.

2. Interviews: Semi-structured interviews were conducted with both students and instructors. The interviews aimed to gather in-depth insights into students' experiences with independent tasks, including challenges faced and strategies employed to manage the work. Teachers were also interviewed to understand their role in scaffolding tasks and promoting student independence.

3. Surveys: A questionnaire was distributed to students to gather quantitative data on their perceptions of the independent work tasks. The survey included questions about task difficulty, time management, motivation, and the level of autonomy provided in the tasks.

Data Analysis - The collected data were analyzed using a **thematic analysis** approach. The qualitative data from interviews and classroom observations were transcribed and coded to identify recurring themes related to the development of independent work skills. Quantitative data from surveys were analyzed using descriptive statistics to identify trends in student perceptions and the effectiveness of different task structures.

Limitations - One limitation of the study was that it was confined to a single university, which may limit the generalizability of the findings. Additionally, the study was based on self-reported data, which may be subject to response bias. To mitigate this, triangulation of data sources was used to strengthen the validity of the findings.

Analysis and results. Independent work involves students taking responsibility for their own learning, managing time effectively, and completing tasks with minimal guidance from instructors. It encourages self-motivation and promotes cognitive development. According to Garrison (2016), independent learning helps students become more engaged in their educational journey, as it encourages them to take ownership of their learning process [2].

Additionally, independent tasks can range from simple exercises to complex research projects. These tasks vary depending on the level of education, subject matter, and the students' prior knowledge. As students advance in their academic careers, the complexity of tasks increases, and the expectation for independent work becomes more pronounced. Teachers, therefore, need to create an environment where students feel confident in their ability to complete tasks independently, which requires careful planning and guidance.

Developing independent work skills is a gradual process that occurs in several stages. These stages typically include the following:

a) Initial Stage: Introducing Independent Tasks. In the initial stage, students are introduced to basic tasks that allow them to develop fundamental independent work skills. These tasks are structured to provide clear instructions and support. For example, simple homework assignments or structured exercises in class may be used to build students' confidence. At this stage, the emphasis is on understanding task requirements and following instructions [3].

b) Intermediate Stage: Encouraging Autonomy. Once students are comfortable with basic tasks, educators encourage more autonomy in completing assignments. This stage focuses on allowing students to select their own tasks, manage their time, and

find their own solutions to problems. Tasks at this stage may involve group work or more complex individual projects. The role of the teacher becomes that of a facilitator, guiding students while allowing them the freedom to explore the subject matter independently [5].

c) Advanced Stage: Independent Problem Solving. In the advanced stage, students are expected to handle tasks that require higher-order thinking and problem-solving skills. These tasks often involve independent research, critical analysis, and the application of knowledge in real-world contexts. At this stage, students must be capable of organizing their work without constant supervision. Teachers support this stage by providing feedback and strategies for improving students' work methods.

d) Mastery Stage: Reflective Practice. At the mastery stage, students not only complete tasks independently but also engage in reflective practice. Reflective activities help students assess their performance, identify areas for improvement, and plan for future learning. Teachers may encourage students to keep learning journals or participate in peer review processes. This final stage ensures that independent work skills are not just applied but continuously improved and refined [1].

The effective organization of tasks is critical to the development of independent work skills. Educational tasks must be carefully designed to challenge students while providing them with the support they need at each stage of development. The task structure should include:

- Clear Objectives: Clearly defined goals help students understand what is expected of them.
- Time Management: Tasks should include time frames to help students manage their time effectively.
- Feedback Mechanisms: Regular feedback ensures that students stay on track and improve their skills.
- Flexibility: As students gain more independence, tasks should allow for flexibility in how they approach them.

In addition to these structural elements, tasks should be tailored to the individual needs of students. Some students may require additional support in developing independent work skills, such as through scaffolding techniques or personalized guidance [4].

Conclusion. Developing students' independent work skills is a vital aspect of education that prepares them for future success. Through carefully structured tasks and a gradual increase in autonomy, students can build the skills necessary to manage their own learning effectively. Teachers play a key role in this development by providing the right balance of guidance, support, and challenge. By understanding the stages of independent work development and designing tasks that align with students' abilities, educators can foster a learning environment that empowers students to become lifelong learners.

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