

DOI [https://doi.org/10.58442/2218-7650-2023-26\(55\)-10-23](https://doi.org/10.58442/2218-7650-2023-26(55)-10-23)


UDC 373.3.5

Aida Aliyeva,

PhD student from the Doctor of Philosophy program
of Ganja State University;

Teacher of Azerbaijan State Pedagogical University.

Baku, Azerbaijan.

 <https://orcid.org/0000-0002-5055-6504>

ay-ka20@hotmail.com

EFFECTIVE WAYS OF ORGANIZING INDEPENDENT WORK OF YOUNGER SCHOOLCHILDREN IN THE PROCESS OF TRAINING LIFE SCIENCES

Abstract. Primary education has an extremely large role in the general education system, since the personal experience, the level of development of a younger schoolchild in primary school creates the basis for further education. The desire to be a student is typical for students of I–IV grades. From the first days he came to school, the social motive occupies the central place. In other words, although the experience gained by the schoolchild in the family environment is very significant, the desire to have a new social position in the educational institution manifests itself. At one time, when he was surrounded by a family, this child was the only and unique being. Having come to school, he falls into a unique environment, like those around him, and finds his place in the world of social relations. The student begins to communicate with classmates due to the necessary need, in addition to adapting to the rhythm of the life of the educational institution and new requirements, self-organization and learning ways to organize his own time. Thus, he gains a new social position. The state educational standard of primary education requires greater independence from younger schoolchildren, and this is necessary for the formation of an independent personality. The requirements that are spoken about are necessary so that students can independently determine the goal in relation to any activity, choose means and methods that will help achieve this goal. The organization of independent work is one of the main problems of teaching in primary grades, because during this period, the active assimilation of the material and the acquisition of certain skills and abilities take place. Effective organization of independent work requires responsibility from teachers, including the teacher who teaches the subject of life science. The organization of independent work is an extremely complex process. The complexity and readiness of this process is due to the fact that the teacher, when planning,

organizing and controlling each independent work in advance, must create conditions for independent activity at all stages.

Keywords: organization of independent work; primary education; student; teacher; life sciences subject; appropriation.

INTRODUCTION / ВСТУП

Formulation of the problem. One of the tasks facing general education is the formation of an educated, thinking generation that independently acquires knowledge and is able to apply it in practice. The solution of the discussed problem is realized by determining the content, forms, methods and means of training, creating additional opportunities for self-development and self-realization of the student's personality. All these can be achieved in the conditions of independent work of students, including younger students. Students who get knowledge and learn how to acquire the ways of knowledge are more independent compared with others.

A number of subjects are taught in general education schools, including primary grades. One of these subjects is Science. Science is an integrative subject studied in primary (I–IV) and secondary (V–IX) grades of general education schools. This subject helps to establish and form a system of knowledge, abilities, skills and values that are considered necessary for the students to understand and realize themselves as a whole being with biological, psychological and spiritual aspects.

Unlike other subjects, Science does not include the foundations of a particular science. It focuses on the necessary knowledge and information about the fields of natural and social sciences. In this sense, it can be said that this subject has a wide scope. Science orients the younger generation to more important practical tasks by acquiring vital knowledge, skills and abilities.

Through the content line on the subject (nature and we, man and society, health, morality, safety), a holistic, unified and indivisible image of the living and inanimate world is formed in the minds of younger students. Students realize themselves as a part of this world, come into conclusions from the events and changes they observe in society and nature, as well as the relationship and dependence that exist between them. Along with all this, students acquire the skills such as participating in research, investigating work, conducting analysis, expressing their position, critically approaching problems, as well as approving the right approaches.

In grades I–IV, a number of methods of teaching are used to effectively teach the science. Among these methods, the organization of independent work

plays a special role. Involving students in independent work, on the one hand, allows them to develop their activity, on the other hand, it makes it possible to participate in search, partly research work.

To achieve the effectiveness of independent work of younger students, this type of work should be organized both in the learning process and during extracurricular activities.

The relevance of the problem under study is due to a number of reasons. The relevance is primarily determined by the state educational policy. In our country, the “State Strategy for the Development of Education in the Republic of Azerbaijan” has been approved [1]. This state document covers measures in 5 strategic directions. The second strategic direction is directly related to the problem mentioned in this article. This strategic direction focuses on the need to apply innovative teaching methods, effectively master the content of education, improve the professionalism of teachers, create new systems for assessing students' achievements, identifying and developing students' talent [1]. In this sense, it is considered important to attach importance to the organization of independent work of younger students in the process of teaching subjects, including the subject of science.

The second main aspect, which increases the relevance of the study, is due to the fact that the independent work of younger students in the process of teaching science in the former Soviet Union and in our republic has not been studied at the proper level.

The third reason is related to the provision of teachers with methodological tools for organizing independent work when teaching science in general education schools, especially in primary grades. It is a fact that in order to effectively organize the work, teachers must have a list of literature which shows them the necessary direction.

Analysis of major research and publications. Acquaintance with the pedagogical and psychological literature shows that the issues of developing the skills of independent learning activities have become the object of a number of studies. A number of scientists of our republic point out the necessity and importance of forming the independence of students. M. Mehdizade mainly covered the independent activities of students [2], M. Amirov considered the issues of organization, independent work in teaching the history of Azerbaijan [3]; I. Nagiyev focused on teaching geography [4]; F. Rzaev focused on teaching English [5]; Z. Babaeva focused on the integrative teaching of the subject of science with biology [6], N. Zeynalova covered the issues of organizing students' independent work [7] in the process of teaching pedagogical and psychological

disciplines.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *purpose* of the study is to clarify effective ways of organizing independent work of younger students in the lessons of science.

The *objectives* of the article are as follows:

1. To clarify the theoretical foundations for organizing independent work of younger students in the process of learning to cognize the world.

2. Determine the essence, goals and objectives of independent work of younger students in the process of learning to cognize the world.

3. Study and analysis of existing literature in the field of organizing independent work of younger students in the process of learning to know the world.

4. To highlight the practical foundations for organizing independent work of younger students in the process of learning to cognize the world.

5. To study the issues of organizing independent work of younger students in teaching the knowledge of the world in extracurricular activities.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

In our opinion, independent work is a student's activity organized by the teacher, aimed at achieving the set didactic goal within a certain time. Independent work should be considered as a cognitive learning activity carried out without the direct participation of the teacher, but on the basis of his task, for a certain time, based on the student's own knowledge and experience, his abilities, thinking, skills and abilities.

A young schoolchild who has learned independence learns how to fulfill the tasks assigned to him, solve problems, achieve his goal, and overcome difficulties. Interests and desires, necessary needs, emotions, attitudes and ideals act as a motivating and inspiring force for the formation and development of independence.

The level of development of memory, speech, thinking, perception, attention, etc. directly affects the formation of independence.

When talking about the relationship between a teacher and a student, the unity of education and upbringing, it is necessary to take into account that the younger student is an equal participant in the pedagogical process, like his teacher. Today a student is not considered only as an object of the pedagogical process. In the conditions of new pedagogical thinking, he is both an object and a

subject. However, the pedagogical process must be managed. In this case, the teacher becomes the leader and manager.

The teachers involved in the experiment were provided with various handouts (task cards, instruction cards), which helped to analyze and draw conclusions when younger students were doing independent work.

The activity of a teacher teaching the subject of science should be aimed at developing the personality of a student who is able to think independently. For younger students, it is very important and interesting to find the mistakes of classmates in completing assignments and to observe how an incorrect answer turns into a correct one.

Let us look at some examples of the organization of independent work with younger students in the lessons of science in grades I-IV participating in the experiment:

When studying the topic "Family" in the 1st the following questions were in the focus of attention:

Lesson progress: Greeting students.

Motivation. Role-playing game. Discussion. Result. Conclusion. Evaluation.

Motivation. The teacher asks the students the following questions: 1. How do you imagine your place in the family? 2. What should be the relationship in the family, so that each of the family members is appropriate and pleasant? What is necessary for the proper upbringing of children?

Family and healthy generation. Objectives: Methods and activities:

- To acquaint students with the role of the family in society;
- To find out the issues necessary for the effective organization of healthy parent-child and child-child relationships in the family.

Methods and activities: role-playing game, problem interpretation, discussion, group work.

Visual aids: photos of happy families, photos of unhappy families.

Role-playing game. The students are divided into groups. In each of the groups there are children who will play the role of father, mother, grandfather, grandmother and children. Two family images are created:

1. Happy family; 2. Unhappy family.

The rest of the students are just participants.

Happy family, family with conflict. How should be a happy family?

Students are given cards. They write down their ideas and throw them in the basket. The teacher reviews the cards, then writes similar ideas (positive or negative) on the board. A discussion is held. They are looking for an answer to the question: "How should be a healthy family?".

Generalization and conclusion. 1. There should be a good relationships in family; 2. The formation of a healthy environment in the family depends on each family member.

Reflection.

What was new for the student? What did the student learn?

Who should resolve conflicts in the family? Can children help resolve conflicts?

Reflection.

Conclusion. Pupils write down their opinion on the topic in the questionnaire given to them.

One of the issues which is mentioned to be studied in grade III is related to friendship. The theme reflected in the textbook is called: "Who can be a true friend?"

Objectives: To introduce students with the concept of a true friend. To form the image of the basic conditions of friendship.

Method and activities: conversation, observation, game, work on a book.

Visual aids: pictures, didactic materials, books, tables.

During the classes. Stage I: Motivation.

The teacher distributes the cards to the students. They are required to write on the cards the conditions necessary for friendship. School children get to work. The teacher responds to their ideas.

Stage II: Discussion.

Students try to determine the difference between the concepts of "friend" and "comrade".

Stage III: Competition. A competition is held among students: "Whose friend and comrade are you?". A student specifically indicates who is his friend and who is his comrade. He then explains how he fulfills this duty. The teacher systematizes and summarizes the answers received.

Stage IV: Game.

The teacher divides the students into two groups ("groups of friends" and "comrades"). The groups are arranged in a circle. One student from "friends" group says who he is friend with. One person from the group of "comrades" calls the name of his friend. This work is done by other students.

Stage V: Generalization and conclusion. The following results attract the attention of school children: 1. Friends and comrades occupy an important place in each person's life. 2. We must be sincere, caring and kind towards our comrade. 3. We must also be sincere, caring and kind towards a friend.

Stage VI: Evaluation. Student performance is assessed according to

predetermined criteria.

Thus, every person needs a real friend, a real comrade. A person feels strong, courageous, confident when he has a friend or comrade. Joint work unites us with friends and comrades. Classmates with whom we study together, those with whom we work in any organization, department are called comrades. We also call people from foreign countries comrades. In this sense, we have many comrades. We usually don't have many friends. Not everyone can be called a friend. A friend is a person who stands above a comrade and closer to us.

The benefit of independent work in the educational process lies in the fact that at all its stages the students' activity and independence increase, they consciously approach the issues under consideration, and there is a need for free expression of their opinion. As a result, they strongly develop a desire to learn, their mental abilities are formed, and they receive intellectual satisfaction from independent activity.

From research, observations and surveys, it turns out that in order to achieve successful results in the subject science in the primary grades, in order to successfully complete the tasks facing the subject, it is necessary to benefit not only from the learning process, but also from the possibilities of extracurricular activities.

Independent work outside the lesson is based on the activity, independence, consciousness of younger students. This problem was given special attention in the I-IV classes participating in the experiment. At the same time, as in the classroom, at extracurricular activities, younger school children were involved in independent work in the study of materials related to Science.

The class teacher must have good organizational skills. Why is it necessary? First of all, he/she must be able to organize and manage the class and students, to properly establish teacher-student relationship. Secondly, he/she must identify and implement extra-curricular activities for younger students, organize the work of study group. Extra-curricular work implemented after training is organizational. The involvement of the class team and each student in activities, the unification of efforts to achieve the upcoming goal, the organization of the impact of the team on the personality of the student is an integral part of the daily activities of the class teacher.

The main goal of extracurricular work on the subject "Science" is to achieve the development of interest, skills and abilities of younger students in the content of the subject and to effectively organize their leisure time. This is the educational task of the class teacher. Based on the knowledge gained, the class teacher forms the worldview and moral convictions of younger students,

educates them in the spirit of universal moral values, takes care of the health and physical development of younger students, develops the interest, intellectual and physical abilities of students by conducting pedagogically correct work outside the lesson. This is the developing task of the class teacher.

In the existing literature, the concept of "independence" is usually considered as a quality of personality. Independence finds its expression in the behavior of the child at a particular stage of his life. Currently, independent work is used in elementary, middle and high school. Independent work contributes to the development of cognitive abilities and cognitive independence of schoolchildren. This is an important cognitive activity. Thanks to this, the mental and practical operations of the student, the flexibility of his thinking, are revealed.

The concept of "independent work" in the pedagogical and psychological literature is considered differently, it is given various definitions. What is independent work? Let's try to find the answer to this question.

To understand what independent work of younger students is, it is necessary to penetrate into the essence of the concepts of "independence" and "independence". "Independent: 1. Not dependent on others, not subject to others; free. 2. Significant in itself, not related to others, separated from others; separate, special. 3. Performed by one's own skill and initiative, without the help or guidance of another. Independent work. Act independently". "Independence is a state of freedom" [2, p. 432].

A young schoolchild who has gained independence learns to act in order to complete the tasks assigned to him, solve problems, achieve his goal, and overcome difficulties. Interests and desires, necessary needs and requirements, emotions, attitudes and ideals act as a motivating and inspiring force for the formation and formation of independence.

The level of development of memory, speech, thinking, perception, attention, etc. directly affects the formation of independence.

It is especially important to allocate a place in the lesson for independent work, including in the lessons of knowledge of the world. This is necessary because independent work educates the will, develops working capacity, regulates the discipline of students, gives them independence and creative abilities.

In order to achieve the development of independence, it is necessary to constantly support the student's desire for independent activity, both in the lessons of learning about the world, and while teaching other subjects (Azerbaijani language, mathematics, music, fine arts, technology, etc.).

The level of development of independence is characterized by the

possibility of transition to more complex activities and is closely related to the concept of motivation.

For the effectiveness of independent activity, goal setting is required, in other words, the ability to set goals.

The organization of independent activity in the lessons of knowledge of the world is carried out through the following forms of independent work:

- 1) work with electronic media, textbooks, literary sources;
- 2) watching children's films, theatrical performances intended for children and adolescents, listening to radio and television programs, using Internet resources, etc.
- 3) by independent study and repetition of new program material.

The science of pedagogy interprets cognitive activity as a natural desire for knowledge of a student, including a younger student. The basis of independent work is cognitive activity, in other words, activity aimed at acquiring knowledge, using science and scientific methods of cognition. Cognitive activity is connected with independence by close, indestructible threads. At this time, cognitive activity is presented as an activity and at the same time as a character trait. Cognitive activity, arising as a result of independent activity, is the driving force of the learning process.

Speaking about the need to organize independent work of students, some people think that it is connected only with the cognitive tasks of the lesson. Actually it is not. Here we are talking about the independent acquisition of learning skills by students, as well as the deep acquisition of independence in other areas (life, activity, etc.). So the problem is real. On the agenda is the acceleration of its theoretical and practical solution. However, although there is a number of literature on the organization of independent work, theoretically this issue is being developed slowly, and sometimes poorly applied in school practice.

In the process of learning, the student, through independent cognitive work, acquires knowledge, the ability to listen and understand oral information, analyze, assimilate material and analyze data. As a result of comprehension of new knowledge, the process of development of mental abilities is carried out through creative comprehension.

Modern pedagogical technologies are associated with the strengthening of the activity aspect of learning, which is actively included in the class-lesson system, providing joint educational activities of the teacher and student.

Cognitive activity is usually manifested in independent activity. Students, including young schoolchildren, need to be taught to clarify, observe and analyze, systematize and predict. In the process of learning, the stimulus for

independent activity of students in acquiring new knowledge is the need for knowledge about the world around them, that is, cognitive activity accompanied by independent learning activity.

Hence, independent activity is considered to be the driving force behind the learning process. Cognitive activity is formed and developed in independent activity as a property of the individual.

In the process of learning, you can use a number of independent works. Each of them requires a high level of self-awareness and responsibility, discipline and thinking.

These personality traits characterize the level of cognitive activity of the student. In the implementation of independent work, the role of the internal motivation of the student is great, which is expressed in the main principle of the system-activity approach.

Independent work organized in the classroom contributes to the development of extracurricular activities, including cognitive activity during homework.

The class teachers who participated in the experiment strictly adhered to the principles of organizing independent work (scientific principle, the principle of consistency and consistency; the principle of relevance; the principle of accessibility; the principle of visibility; the principle of calculating the time and volume of homework on a scientific basis) for the effective organization of independent work of younger students. In the process of learning, students were involved in various independent educational and creative activities in order to demonstrate their skills and abilities.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The following research methods were used in the study: theoretical analysis, questioning, observation, interviews, pedagogical experiment.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

In the process of organizing independent work relevant requirements must be followed.

These requirements include:

Each independent work must have a goal.

Each of the younger students should be able to complete the task and master the technique of independent work.

It is important to achieve the development of the cognitive abilities of schoolchildren through independent work.

It is necessary to use the results obtained during independent work in the classroom.

It is necessary to ensure the development of students' independence.

The content and course of independent work should be of interest to younger students.

Independent work should correspond to the learning abilities and age of younger students.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

1. The organization of independent work is a complex process that requires good pedagogical preparation of the class teacher. There are a number of requirements to be expected in this case.

2. Teaching Science is an important part of primary general education. This subject plays an important role in the formation of learning abilities in younger students.

3. Teaching Science using independent work, lays the foundation for the formation of ways of mental activity: students learn to analyze, compare and classify objects, establish cause-and-effect relationships, patterns and chains of logical reasoning. Getting acquainted with the materials of this subject young school children acquire certain generalized knowledge and methods of activity.

4. In the course of the analysis of psychological and pedagogical literature, it was established that independent work is a teaching method. According to some teachers, independent work is a form of work and a way of organizing learning, some have specific tasks aimed at independent fulfillment, others have students' activities that take place without the direct participation of the teacher.

5. The main features of independent work in the lessons of knowledge of the world are the preparation by the teacher of assignments for younger students and the achievement of their implementation at a high level.

6. The organization of independent work is a complex process that requires good pedagogical preparation of the class teacher. In this case, a number of requirements must be followed.

7. In addition to the requirements, sanitary rules, norms and recommendations should also be taken into account.

8. Teaching knowledge of the world is an important part of primary general education. This subject plays a significant role in the formation of learning abilities in younger students.

9. The subject of knowledge of the world, taught with the benefit of independent work, lays the foundation for the formation of ways of mental activity: students learn to analyze, compare and classify objects, establish cause-and-effect relationships, patterns and chains of actions. Getting acquainted with the materials of knowledge of the world, young schoolchildren acquire certain generalized knowledge and methods of activity.

10. The subject of knowledge of the world, taught in grades I–IV, expands students' understanding of the family, society, historical events, health, the rights and obligations of citizens, state symbols, the rights and obligations of parents, the budget, nature, natural resources, school life, moral qualities, etc.

11. One of the conditions for the effective activity of a biology teacher is the use of independent work. The use of independent work in the lessons of knowledge of the world becomes an objective necessity. The use of independent work, which combines traditional teaching methods in the lessons of knowledge of the world, improves the quality of students' assimilation of new material, opens up wide opportunities for creating various tasks in the lesson in traditional and innovative forms. The activity of a modern teacher in the classroom should be focused on the development of the personality of the child, who is able to think independently. The use of independent work of younger schoolchildren in teaching the knowledge of the world in the primary grades and the organization of extracurricular work on this subject helps to improve assimilation, education and development.

Prospects for further research in this direction. The organization of independent work is an extremely complex process. The complexity and readiness of this process is due to the fact that the teacher, when planning, organizing and controlling each independent work in advance, must create conditions for independent activity at all stages.

REFERENCES (TRANSLATED AND TRANSLITERATED) / СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] «Azərbaycan Respublikasında təhsilin inkişafı üzrə Dövlət Strategiyası», *Azərbaycan müəllimi*, 2013.
- [2] M. M. Mehdizadə, *Ümumtəhsil məktəblərində təlim-tərbiyə prosesinin təkmilləşdirilməsi yolları*. Bakı, Azerbaijan: Maarif, 1982.
- [3] M. M. Əmirov, «Hüquqi biliklərin verilməsi prosesində şagirdlərin müstəqil işlərinin səmərəli təşkili», *elm. nam. dis. avtoref.* Tbilisi, 1985.
- [4] İ. İ. Nağıyeva, «Ümumtəhsil məktəblərində coğrafiyanın tədrisində şagirdlərin müstəqil işinin təşkili», *elm. nam. dis. avtoref.* Bakı, 2016.

- [5] F. Ə. Rzayeva, «Cütlərlə və qrup şəklində müstəqil işin təşkilinin səmərəli yolları», *Azərbaycan Respublikasının Təhsil İnstitutunun Elmi əsərləri*, № 2, s. 187–189, 2019.
- [6] Z. Y. Babayeva, «Biologiyanın tədrisində şagirdlərin müstəqil işlərinin təşkili yolları», *elm. nam. dis.* Bakı, 2007.
- [7] N. E. Zeynalova, «Pedaqoji-psixoloji fənlərin tədrisi prosesində tələbələrin müstəqil işinin təşkili», *elm. nam. dis. avtoref.* Bakı, 2015.

ЕФЕКТИВНІ ШЛЯХИ ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ МОЛОДШИХ ШКОЛЯРІВ У ПРОЦЕСІ ВИВЧЕННЯ НАУК ПРО ЖИТТЯ

Алієва Аїда Ахліман,

дисертант з програми доктора філософії
Гянджинського державного університету;
викладач Азербайджанського
державного педагогічного університету.
Баку, Азербайджан.

 <https://orcid.org/0000-0002-5055-6504>
ay-ka20@hotmail.com

Анотація. Початкова освіта має надзвичайно велику роль у системі загальної освіти, оскільки особистий досвід, рівень розвитку молодшого школяра в початковій школі створює основу для подальшої освіти. Бажання бути студентом характерне для учнів I–IV класів. З перших днів приходу до школи соціальний мотив займає центральне місце. Інакше кажучи, хоча досвід, набутий школярем у сімейному оточенні, дуже значний, у закладі освіти проявляється прагнення до нової соціальної позиції. Свого часу, коли його оточувала родина, ця дитина була єдиною і неповторною істотою. Прийшовши до школи, він потрапляє в унікальне середовище, як і оточуючі, знаходить своє місце у світі суспільних відносин. Учень починає спілкуватися з однолітками через необхідну потребу, окрім адаптації до ритму життя у закладі освіти та нових вимог, самоорганізації та навчання способам організації власного часу. Таким чином, він отримує нове соціальне становище. Державний освітній стандарт початкової освіти вимагає від молодших школярів більшої самостійності, а це необхідно для формування самостійної особистості. Вимоги, про які йдеться, необхідні для того, щоб учні могли самостійно визначати мету щодо будь-якої діяльності, вибирати засоби і методи, які сприятимуть досягненню цієї мети.

Організація самостійної роботи є однією з головних проблем навчання у початкових класах, оскільки у цей період відбувається активне засвоєння матеріалу, набуття певних умінь і навичок. Ефективна організація самостійної роботи потребує відповідальності викладачів, зокрема й учителя, який викладає предмет життєзнавство. Організація самостійної роботи є надзвичайно складним процесом. Складність і підготовленість цього процесу зумовлена тим, що вчитель, заздалегідь плануючи, організовуючи та контролюючи кожен самостійну роботу, має створити умови для самостійної діяльності на всіх етапах.

Ключові слова: організація самостійної роботи; початкова освіта; студент; викладач; предмет науки про життя; привласнення.

REFERENCES (TRANSLATED AND TRANSLITERATED)

- [1] "State Strategy for the Development of Education in the Republic of Azerbaijan", Azerbaijan Teacher, 2013.
- [2] M. M. Mehdizadeh, Ways to improve the educational process in general education schools. Baku, Azerbaijan: Maarif, 1982.
- [3] M. M. Amirov, "Effective organization of students' independent work in the process of imparting legal knowledge", science. moist. dis. autoref. Tbilisi, 1985.
- [4] I. I. Nagiyeva, "Organization of students' independent work in teaching geography in secondary schools", science. moist. dis. autoref. Baku, 2016.
- [5] F. A. Rzayeva, "Effective ways of organizing independent work in pairs and groups", Scientific works of the Institute of Education of the Republic of Azerbaijan, No. 2, p. 187–189, 2019.
- [6] Z. Y. Babayeva, "Ways of organizing students' independent work in teaching biology", science. moist. dis. Baku, 2007.
- [7] N. E. Zeynalova, "Organization of students' independent work in the process of teaching pedagogical-psychological subjects", science. moist. dis. autoref. Baku, 2015.

*Стаття надійшла до редакції
29 серпня 2023 року*