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Ways to Increase the Efficiency of Student Independent Work in Primary Schools

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Annotation: The article explores ways to increase students' ability to work independently in primary school. Requirements for independent work are given. Theoretical ideas in this area are supported by the example of mathematics and mother tongue sciences in the primary grades.

Keywords: pedagogy, primary education, independent work, effectiveness of independent work.

As you know, the organization of independent activities of students in the classroom is one of the most accessible and proven ways to improve the effectiveness of the lesson. It occupies an exceptional place in the modern lesson, because the student acquires knowledge only in the process of personal independent learning activities.

Often a specific sign of independent work is the activity of children, the lack of help from a teacher. This view is wrong and counterproductive. Adhering to it, the teacher excludes the possibility of cooperation in those situations where there is a need for it. The teacher does not really take part in the performance of the task, in solving problems, but he organizes the activity. Independent work always ends with some results, since the student comes to them on his own. Their value and significance are more acutely realized in comparison with those achieved in joint activities. As a result of the work, not only the level of knowledge is always revealed, but also the independence of the student, the individual style of his activity, creativity and non-standard approach.

Basic requirements for organizing independent work

- have a good understanding of its goals;
- to clearly see its place and role in the overall structure of the educational process and in the structure of this lesson;
- take into account the level of preparedness and capabilities of students as much as possible;
- use active, individual and differentiated tasks;
- anticipate the difficulties and “barriers” that will arise during the performance of independent work;
- reasonably choose its volume, provide for the main and additional parts;
- to diversify independent tasks by content;
- offer students interesting, non-standard independent work, compiled in the form of quizzes, crossword puzzles, games, counting rhymes, etc.;
- prepare the necessary didactic materials, in particular instructions, instructions, “supports”;

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- look for rational ways to check the work;
- Summarize the results of independent work.

There are 4 types of independent work:

- ✓ independent work according to the model;
- ✓ creative independent work;
- ✓ variable independent work;
- ✓ Constructive independent work.

Creative independent work can be used when fixing, when drawing up tasks, equations, diagrams, graphs; when explaining new material.

Variable independent work can be used in solving problems in different ways, finding the meaning of expressions in convenient ways.

Independent work according to the model - when drawing up a plan for solving a problem, a table for tasks to find distance, speed, time of movement, or with quantities. It is very important to offer the children independent work to solve problems of a logical nature, compiling magic squares, chains, tasks-savvy.

Differentiation methods that can be used in the lesson at the stage of consolidating the studied material involve differentiation of the content of educational tasks:

- by the level of creativity;
- difficulties, volume;
- the degree of independence of students;
- the nature of student assistance;
- form of learning activities.

Ways of differentiation can be combined with each other, and tasks can be offered to students to choose from.

1. **Differentiation of educational tasks according to the level of creativity.**

This method implies differences in the nature of the cognitive activity of schoolchildren, which can be reproductive or productive (creative).

In mathematics lessons I use various types of productive tasks, for example:

- search for patterns;
- classification of mathematical objects (expressions, geometric figures);
- converting a mathematical object into a new one (for example, converting a simple arithmetic problem into a compound one);
- assignments with missing or redundant data;
- performing the task in different ways, finding the most rational way to solve it;
- independent compilation of problems, mathematical expressions, equations, etc.;
- non-standard and research tasks.

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Differentiated work is organized in various ways. Most often, students with a low level of learning (Group 1) are offered reproductive tasks, and students with an average (Group 2) and high (Group 3) level of learning are offered creative tasks. You can offer productive tasks to all students. But at the same time, children with a low level of learning are given tasks with elements of creativity, in which they need to apply knowledge in a changed situation, and the rest are given creative tasks to apply knowledge in a new situation.

Here is an example of differentiated work using productive task types:

81 - 29 + 27 400 + 200 + 300 - 100

72 : 9 - 3400 + 200 + 30 - 100

8 : 6 - 7:8 27:3 - 2:6 - 9

84 - 9 - 8 54 + 6 - 3 - 72 : 8

Task for the 1st group.

Remember the rules about the order in which actions are performed in expressions and do the calculations.

Task for the 2nd group.

Break the expressions into three groups. Find the values of the expression.

Task for the 3rd group.

Complete the task for the 2nd group. Think about how you can divide the expressions into two groups.

2. Differentiation of educational tasks according to the level of difficulty.

This method of differentiation involves the following types of task complication for the most prepared students:

- complication of mathematical material (for example, in the task for the 1st and 2nd groups, single-digit numbers are used, and for the 3rd group - two-digit numbers);
- an increase in the number of actions in an expression or in solving a problem (for example, the 1st and 2nd groups are given a task in 3 actions, and the 3rd group - in 4 actions);
- performing a comparison operation in addition to the main task (for example, the 3rd group is given the task: write down the expressions in order of increasing their values and calculate);
- the use of a reverse task instead of a direct one (for example, the 1st and 2nd groups are given the task of replacing large measures with small ones , and the 3rd group is given a more difficult task of replacing small measures with large ones);
- the use of conditional symbols ("fabulous numbers", letters, etc.) instead of numbers or individual numbers (for example, the 3rd group is offered a task not with numerical, but with alphabetic data).

Example. Find the meaning of expressions.

1st group.

28 : 2 + 3

45 - 7 - 3

2nd group.

28 : 2 + 56:8

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5 - 9 - 7 - 3

3rd group.

28 : 2 + (50 + 6) : 8 (35 - 30) - 9 - 7 - 3

The complication of tasks in this case consists not only in increasing the number of actions, but also in changing the situation of applying the rules on the order in which arithmetic operations are performed.

3. Differentiation of tasks according to the volume of educational material.

This method of differentiation assumes that students of the 2nd and 3rd groups perform, in addition to the main one, an additional task similar to the main one, of the same type with it.

As a rule, differentiation by volume is combined with other methods of differentiation. As additional tasks, creative or more difficult tasks are offered, as well as tasks that are not related in content to the main one, for example, from other sections of the program. Additional tasks can be ingenuity, non-standard tasks, exercises of a game nature. They can be individualized by offering students tasks in the form of cards, punched cards, picking up exercises from alternative textbooks or notebooks on a printed basis.

Example 1. Main task: "Find the values of expressions."

15 - 7 12 - 6

13 - 8 16 - 9

14 - 9 11 - 8

Additional task: "Find the sum of the answers in each column"

Example 2. Main task: "Find the area of a rectangular sheet of paper with sides 12 cm and 8 cm."

Additional task: "A square with a side of 4 cm was cut from this sheet of paper."

1) find the area of the cut off part.

2) Find the area of the remaining sheet of paper."

4. Differentiation of work according to the degree of independence of students.

With this method of differentiation, no differences in learning tasks for different groups of students are expected. All children perform the same exercises, but some do it under the guidance of a teacher, while others do it on their own.

Usually the work is organized as follows. At the indicative stage, students get acquainted with the task, find out its meaning and design rules. After that, some children (most often this is the 3rd group) begin to independently complete the task. The rest, with the help of the teacher, analyze the solution method or the proposed sample, frontally perform part of the exercise. As a rule, this is enough for another part of the children (Group 2) to start working independently. Those students who experience difficulties in work (usually these are children of the 1st group, i.e. students with a low level of learning), perform all tasks under the guidance of a teacher. The verification stage is carried out frontally.

Thus, the degree of independence of students is different. For the 3rd group, independent work is provided, for the 2nd - semi-independent, for the 3rd - frontal work under the guidance of a teacher. Students themselves determine at what stage they should begin to independently complete the task. If necessary, they can at any time return to work under the guidance of a teacher.

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For students in grades 1-4, the following types of independent work are available and feasible:

- ✓ preparatory exercises that are performed before learning new material (repetition from the textbook, work with cards, tables, etc.);
- ✓ independent study of new material, similar to previously learned , carried out according to detailed instructions;
- ✓ exercises for consolidation in order to master the methods of action based on algorithmic tables, prescriptions, memos;
- ✓ all kinds of training exercises;
- ✓ control and verification tasks that are offered after mastering all parts of the educational material.

The duration of independent work is due to many reasons.

First of all, the volume and complexity of the task. It may be small, but if students have just started working with new material, it will take more time to complete it. Increase duration:

1) low level of mastering the technique of performing tasks;
2) insufficient preparedness of students for the perception of new material;
3) an irrational combination of mental and practical actions.

It happens that the task is simple, but requires careful execution. It is necessary, for example, to make a calculation and fill in the final table. Filling it out can be even more difficult than the calculations themselves. The duration of independent work also depends on the working capacity of students, the amount of attention, the pace of reading and writing, the degree of mastery of educational skills and abilities.

Approximate norms of time for independent work in the lesson (in minutes)

Класс	Первое полугодие	Второе полугодие
1-й	5—10	10—15
2-й	6—12	12—17
3-й	8—15	14—18
4-й	15—20	19—25

Self-control techniques

In the conditions of an ungraded school, it is very important to teach children to detect a mistake made on their own, without the help of a teacher. It is necessary to teach students to use *self-control techniques* constantly, without being reminded, that is, to form a need for self-examination. At the lessons of the Russian language, regular repetition of the spelling of vocabulary words is required. **However,** it is not always possible to conduct frequent vocabulary dictations. Therefore, it is appropriate to use cards of this type. After performance of work, children can independently compare the work performed with the standard

M ... lina	K…empty	P ... cash	... sina	.. trouble
M…tire	K ... potato	P ... rot	With ... scrap	…weight

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K ... rtina	R ... chum	P ... juice	T…por	P ... ships
Sq … rtira	P ... lto	M… tro	G… roh	S… soldier
W ... waters	Room ... that	G ... swarm	L…pata	G… tov
N ... kind	S… n … gee	H… tverg	P ... year	Street ... tsa
R ...bota	R ... moaning	T… traditional	P ... volume	P ... tnitsa
R ... barrel	R.. sst ... y	D ... sour	R ... byata	M ... two

One of the important types of independent activity is the ability to work with a source of information. The Federal State Educational Standard draws attention to the need to develop the ability of schoolchildren to work with reference literature , so in the learning process the ability to extract the necessary information from various sources, including the text of the textbook, should be formed. Working with reference material is of great importance for the formation of the ability to work with a textbook. To this end, you should more often offer tasks, during which it becomes necessary to find the missing information to help complete the task.

- To form the ability to find the necessary information in the text in reading lessons, you can use tests of this type as a warm-up:

DOGS PLAYING

Polkan was basking in the sun .

Pug ran up to Polkan and began to throw himself at him and bark: he grabbed his huge paws, his muzzle with his teeth and seemed to annoy the big and gloomy dog very much.

- Wait a minute, here she will ask you! - Volodya said. - She will teach you a lesson.

But Pug did not stop playing, and Polkan looked at him very favorably.

- You see, - Volodya's father said. - Polkan is kinder than you. When your little brothers and sisters start playing with you, you will certainly end up nailing them. Polkan , on the other hand, knows that it is a shame for the big and strong to offend the small and weak. (83 words) (K. Ushinsky)

Work on the text

1) Insert the desired number.
   In this work, __ character.
2) Who is what? Connect with arrows.Little big stupid PugPolkan kind patient
3) Explain the meaning of the word**sullen .** Mark the correct answer with a "+". Sick Big Grim Angry
4) Underline and in the text the main idea.

The skillful organization of independent work by the teacher will help students to acquire subject knowledge, master universal learning activities, prepare for creative and active work in the learning process, and therefore will contribute to their personal development.

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