

THE ROLE OF INDEPENDENT WORK IN THE STUDYING A FOREIGN LANGUAGE AT A UNIVERSITY

Rahmanova Nazokat Tairovna*

*Teacher,

Tashkent State Economic University,

Tashkent, UZBEKISTAN

Email id: rahmanova_n@gmail.com

DOI: 10.5958/2278-4853.2022.00032.5

ABSTRACT

The article is devoted to the importance of independent work and self-education of students of non-linguistic faculties in the process of learning foreign languages in the light of the increased role of language knowledge in modern society and the importance of teacher guidance in the process of students' self-development. The paper reveals the main disadvantages of the organization of independent work of students and considers possible options for its organization, as well as describes the most appropriate areas of independent activity of students for the subsequent formation of their communicative competence, which will allow future specialists to realize themselves in the field of future professional activity.

KEYWORDS: Foreign Language, Communicative Competence, Independent Work, Motivation, Practical Activity.

INTRODUCTION

Currently, the modernization of higher education is directly related to the growing attention to teaching foreign languages. High-quality knowledge of a foreign language is an important characteristic for a specialist in any field. Knowledge of two or more foreign languages significantly increases both his prestige and qualifications. The importance of foreign languages is especially important in connection with the development of relations between Russian universities and foreign universities, which is confirmed by various joint programs and projects. There are more languages in the world, it is difficult to determine the exact number due to the lack of definition of individual language forms and types of language. The quality of language training of future specialists depends not only on the university and the teacher. According to numerous methods in the process of teaching a foreign language, theory and practice are impossible without the independent work of students. It can be said that independent work is the basis of the education process. The educational process contains tasks that should be performed by students independently, under the supervision of a teacher, but without his participation. Without the student's independent work on language learning, his self-control and self-esteem, it is unlikely that he will turn out to be a highly qualified specialist capable of improving his knowledge of a foreign language in the future. In the process of independent work, the student must not only master the entire scope of the curriculum, but also acquire general and professional competencies. [1]

The purpose of this article is to determine the role of independent work in learning a foreign language in higher education institutions and to choose the most productive model of the system for organizing independent work. Summarizing all the available experience of teaching a foreign language, it is possible to identify the most effective forms of independent work of students. Independent work is divided into the actual independent work of students and independent work under the guidance of a teacher. [2]

Independent work of students is preparation for current classes, independent study of a given material, homework, projects and abstracts, reports and essays, making notes outside the classroom. That is, the results of students' independent work should be fundamental knowledge, skills and abilities, as well as their own experience in creative and research activities. [3]

Everyone knows that in non-linguistic universities, the number of classroom hours in a foreign language is not enough. It largely depends on the student whether he will study additionally himself or whether he has enough classes in the classroom. But if a student still wants to improve the degree of proficiency in a foreign language, then of course, he has the right to count on the help of a teacher and the teacher's duty is to organize this work. [4]

The teacher today has a unique opportunity to organize and motivate students of different levels. A student of any level should not only actively participate in the educational process, but also learn to be responsible for the quality of their knowledge. Undoubtedly, independent work has a huge potential, which is subject to research. And we need to uncover all the possibilities, logical, emotional and structural, that can contribute to the independent study of a foreign language. [5]

The purpose of teaching a foreign language is to acquire students' communicative competence, which is associated with some difficulties that are influenced by certain factors: Teaching students of different language levels in the same group reduces the interest in language learning among less prepared students. [6]

1. A regulated number of hours can negatively affect both external and internal motivation. If the independent work is built correctly, an increase in interest in the language will also contribute to improving the quality of knowledge.
2. In addition to external motivation, it is necessary to have internal motivation.
3. The right balance between working in the classroom and independent work.
4. Correct, methodically supported organization of work, both in the classroom and outside it.
5. Methodical instructions, hints, links for correcting the work of students.
6. Control and evaluation of independent work performed by the student.

According to the quality of students' self-development, they can be divided into five levels - primary, low, medium, sufficient and high levels. The initial level of self-development is typical for students who have not yet decided on the need for creative development. The low level of self-development is most often distinguished by students who do not have a stable attitude to personal self-development. They have a negative attitude to the need for constant work on their improvement and solving related problems. They are satisfied with the low quality of knowledge. [7]

Students with an average level of self-development are distinguished by some interest in the development of their personality, participating with pleasure in both educational and creative processes. This group of students needs the help of a teacher to generate interest and motivation for self-improvement. [8]

Students with a sufficient level of self-development have a conscious attitude to creative development. Such students are distinguished by their active activity in learning a foreign language, they do not need to be agitated to study independently, but they lack organization. Therefore, guidance is required from the teacher. If a student has a high level of self-development of personality, he has a high creative activity, and he does not just strive for self-development, but does it, realizing the importance of the process of self-development for his future. Such students are constantly engaged in various projects, scientific research, creative activities. [9]

Based on the analysis of works on various approaches to teaching students, it is possible to create a strategy for improving the student's personality based on teaching a foreign language. To implement the strategy, it is necessary: the student's desire for the quality of knowledge, obtaining the highest score as a result; regular work on himself in order to improve; self-control; obtaining information from various sources, including electronic; possession of encyclopedic knowledge; striving for creative activity and independence. [10]

It turns out that the main task of the teacher in terms of independent training is to teach the student how to study properly. A foreign language teacher should be proficient in both languages and have a good knowledge of grammar, syntax and other aspects necessary for teaching a foreign language in order not only to show the similarities and differences between the two languages, but to interest students in a more in-depth study of it. To do this, it is necessary to build their classes so that the student learns to approach any issue creatively, without forgetting about the scientific approach and skills of independent work. Of course, how well the independent work will be organized depends on the teacher. The teacher is obliged to continuously develop himself, studying and mastering modern methods of teaching a foreign language and sharing the knowledge gained with colleagues. Each teacher should have a variety of tasks, tasks and exercises for independent work of students in the "baggage" for conducting classes, which is not limited to the preparation of abstracts, reports and abstracts. It is believed that independent work of students on language acquisition is impossible without the use of active teaching methods. These methods include: writing an essay, designing, using audio and video materials. As well as specialized Internet sites, annotation, reviewing and abstracting. Group work, organization of Olympiads, organization of language clubs and student scientific societies are of great importance. The conclusion suggests that the process of self-education, which is based on the use of innovative technologies, significantly motivates students to complete tasks, activating independent work of students. [11]

Learning a foreign language takes time and effort. It is not enough just to learn the educational material even under the guidance of a knowledgeable teacher. For a high-quality study of a foreign language, considerable time is needed, the correct organization of the student's work, his motivation and personal interest. Otherwise, independent work will not be effective. The student must be provided with all the necessary methodological manuals and motivated to obtain high-quality knowledge in the classroom and independent extracurricular learning of a foreign

language. The teacher's organization of independent work should smoothly transition into the self-organization of the student himself and be accompanied by the necessary consultations and supervision. Basically, language training in most universities is carried out on the basis of a module using innovative programs. With the help of the module, the results of training are monitored, based on a certain control action. For example, a test or a test paper. Many studies have shown that the main advantage of modular training is the construction of the educational process, which makes it possible to effectively manage this process using the rating intensive technology of modular training. It is with the help of modular training that it is possible to achieve the main goal of modern education - the improvement of students through self-development and self-education. With modular training, the student learns self-organization and self-control, that is, most of the time he works independently. Thus, the solution of modular tasks by students forms appropriate self-educational competencies. [12]

Analyzing the modular rating system, it can be argued that such a system can stimulate interest in learning a foreign language, supporting the spirit of competition. For the organization of independent work of students should:

- a) identify a model of learning technology that can increase the level of knowledge needed to complete tasks;
- b) with the help of new information technologies to interest students in doing independent work;
- c) provide students with all necessary teaching aids.

The proposed tasks for self-study necessarily correspond to the knowledge of students and reflect a certain communicative activity. To perform independent work on a foreign language, various Internet sources, including English-language sites, can be used in order to consolidate the student's knowledge of the language. However, the consistency and continuity of the language material should be taken into account when structuring the student's work. Properly organized independent work of a student outside the classroom activates listening skills, grammatical skills, also increasing the quality level of knowledge of a foreign language. As an example, we can consider the following model of independent work:

1. The preparatory part, during which the teacher talks about the task, gives information about additional literature, information for using Internet sources and about possible consultations, if necessary.
2. Directly - independent work. Performing exercises developed by the teacher after watching the training video.

Exercises are selected specifically for the development of memory and imagination, understanding vocabulary and terminology, better perception of English speech and activation of communication skills. It is possible to pass special tests online, as well as to familiarize students with audio and video material that stimulates the performance of classroom work.

3. The final part, when after evaluating the completed independent work in the classroom, appropriate incentives and error analysis, students receive or choose a creative task for independent work outside the classroom. Moreover, independent work can be performed both individually and in pairs, as a group.

This approach to the organization of independent work promotes the stimulation of creative self-development and self-education of the student. The students among whom the surveys were conducted note that they do not experience difficulties when doing independent work on learning a foreign language with sufficient information received from the teacher. This model is not a standard, as it depends on the specific features of the faculty or course studying a foreign language. And, of course, on the amount of planned classroom time. Motivation is not always enough, some students simply ignore independent work. In some universities, the delivery of independent work is organized using an electronic journal.

Analyzing the experience of independent work, it is impossible not to notice that independent work in learning a foreign language has become simply necessary today. Without joint efforts with the teacher, students will not get the desired results in language proficiency. Performing independent work by students is a specific part of the educational process, which plays a huge role in improving the level of foreign language proficiency. The importance of organizing and managing this part of the process by the teacher is inextricably linked with the need for the student to realize that knowledge of a foreign language plays an important role in his future development not only as a competitive specialist, but also for the overall development of personality.

To master the material on a foreign language in universities of various profiles, in addition to practical classes, that is, classroom work, considerable attention must be paid to independent work, which is a constant consolidation of the studied material during homework and individual work, preparation for presentations. In the course of independent work, the student must become an active participant in the educational process, learn to consciously relate to the acquisition of theoretical and practical knowledge, freely navigate the information space, bear individual responsibility for the quality of their professional training.

Thus, a graduate of a university should master the necessary skills and abilities, however, it should not be forgotten that the success of training largely depends on the methodology of a foreign language teacher in the context of solving specific educational tasks. Learning a foreign language contributes to the development of communicative competence, forms the student's ability to use it as a tool in communication.

The subject of the article is the study of the potential of independent work in teaching students of higher educational institutions.

The purpose of the article is to substantiate and model the system of tasks in the process of teaching a foreign language.

The objectives of the study determined the solution of the following tasks:

- To reveal the structural and logical-emotional possibilities that contributes to the process of self-study of a foreign language.
- To develop a model for the successful development and activation of students' language skills through independent work in the process of learning a foreign language.

REFERENCES:

1. Dulmukhametova GF. Organization of independent work of students in teaching a foreign language Kazan Pedagogical Journal. 2015; 6-1(113):112-115.
-

2. Farxodjonova NF. Modernization of Uzbek Language and National-Spiritual Heritage in National Culture". The American Journal of Social Science and Education. Innovations. 2021;3(1): 585.
3. Isroilovich IM. et al. Philosophical Ideas And Views of National Culture In The Condition Of Globalization. PalArch's Journal of Archaeology of Egypt/Egyptology. 2020;17(7): 14289-14295.
4. Numonjonov SD. Innovative methods of professional training. ISJ Theoretical & Applied Science, 2020;01 (81):747-750.
5. Gaziyeva M. The pragmatics of the prosodic means. International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA. 2021;7(5): 229-234.
6. Ergashev I, Farxodjonova N. Integration of national culture in the process of globalization. Journal of Critical Reviews. 2020;7(2): 477-479.
7. Gaziyeva M. Jonridova S. On the content structure of the text. International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA. 2021;104(12):487-490
8. Farxodjonqizi FN, Dilshodjonugli NS. Innovative processes and trends in the educational process in Uzbekistan. ACADEMICIA: An International Multidisciplinary Research Journal. 2020;10(4):621-626.
9. Gaziyeva M, Burxanova M. About Innovative Methodology in Mother Tongue Lessons. International Scientific Journal ISJ Theoretical & Applied Science Philadelphia, USA. 2021;104(12):501-504
10. Zaitov EX, Isaxonov JA. The Main Directions of Solving the Main Problems of Young Families in Modern Conditions. The American Journal of Interdisciplinary Innovations Research. 2021;3(3):70-74.
11. Kholmamatovich ZE. et al. The Role of Guardianship and Trusteeship in the Social Protection of the Interests of Socially Orphaned Children. International Engineering Journal For Research & Development. 2021;6(2): 2-2.
12. Kachalov NA, Shatilov SF. The organization of independent work of students is an important factor in the intensification of the educational process in a language pedagogical university Professional project: ideas, technologies, results: scientific journal. Moscow, Chelyabinsk, 2010. pp.20 -46.