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The Role of Independent Work While Studying a Foreign Language at University

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ANNOTATION

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 knowledge of the language in modern society and the importance of the teacher's guidance in the process of students' self-development. The paper reveals the main shortcomings 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: self-development, communicative competence, independent work, motivation, practical activity.

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 its prestige and qualifications. The importance of foreign languages is especially important in connection with the development of relations between Uzbekistan universities and foreign universities, which is confirmed by various joint programs and projects. There are more than 5,000 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. There are languages without writing. And, despite the diversity of living languages, it should be noted that in Uzbek education the number of foreign languages offered for study is small. It is mainly English, German, French. At large universities, such as Uzbekistan State World Language University or Samarkand State Institute of Foreign Languages, of course richer linguistic diversity. According to statistics, although in Uzbek education, attention is paid to English, German and French, in the world community five languages are in the lead for learning. Namely: Chinese, Spanish, English, Korean, Hindi and Arabic. Due with this circumstance, Uzbek students are not free to choose a foreign language to study. The student still chooses one of the prestigious languages, realizing that in the future career and material well-being will depend on the level of his knowledge of the language. But if it was possible to choose a language that you really want to study at the

university, then the degree of motivation for studying foreign language would have more effective consequences.

The quality of the 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 is impossible without the independent work of students. We can say that independent work is the basis of the educational process. The educational process contains tasks that must be performed by students on their own, under the control of the teacher, but without his participation [1]. Without the student's independent work on learning the language, his self-control and self-esteem, it is unlikely that he will become a highly qualified specialist who is able to improve 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.

The purpose of this article is to determine the role of independent work in the study of a foreign language in higher educational institutions and the choice of the most productive system model 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.

Independent work of students is a preparation for current classes, independent study of the given material, homework, projects and abstracts, reports and essays, taking notes outside the classroom. That is, the results of independent work of students should be fundamental knowledge, skills and abilities, as well as their own experience in creative and research activity [2].

Everyone knows that in non-linguistic universities the number of classroom hours in a foreign language is not enough. It depends on the student to a greater extent whether he will study additionally himself or if he has enough classes in the classroom.

But if a student still wants to improve the level of knowledge of 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. We cannot "boast" of opportunities that would stimulate additional study of a foreign language and would arouse interest. The desire for additional knowledge is possible if students have strong internal motivation and the ability to self-organize, which indicates the level of development of the personality of certain students. The teacher today has a unique opportunity to organize and motivate students of different levels. A student of any level must not only actively participate in the learning process, but must also learn to be responsible for the quality of their knowledge. Undoubtedly, independent work has great potential to be explored. And we need discover all the possibilities, logical, emotional and structural, that can contribute to the independent study of a foreign language. The purpose of teaching a foreign language is the acquisition by students communicative competence, which is associated with some difficulties, on which influence certain factors: Teaching students of different language level in one group reduces interest in language learning among less prepared students.

1. The regulated number of hours can adversely affect both external and internal motivation. If independent work is built correctly, an increase in interest in the language will also improve the quality of knowledge.
2. In addition to external motivation, it is necessary to have internal motivation.
3. The right balance between work in the classroom and independent work.

4. Correct, methodically supported organization of work, both in the classroom and outside it.
5. Methodological instructions, tips, links for correcting the work of students.
6. Control and evaluation of the student's independent work.

We must not forget that the abilities of students are different and depend on the psychological characteristics of the individual, therefore their attitude towards self-development and creative work is ambiguous. The motivation for creativity can be the desire to test your capabilities and realize yourself [3]. It should also be taken into account that the knowledge that the student receives on his own, overcoming any difficulties, is assimilated by him better than if he would have received it in the classroom from the teacher. Moreover, the activity caused by independent work is individual for each student. After all, the sources of information used by students depend on their capabilities and requirements. It should be noted that independent work on mastering a foreign language requires students to constantly improve their reading, writing and speaking skills. The development of skills already depends on the desire of the student to improve, on the quality of his self-development. According to the quality of self-development, students can be divided into five levels - these are 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. A low level of self-development is most often distinguished by students who do not have a stable attitude towards personal self-development. They have a negative attitude to the need for constant work on their improvement and solving the problems associated with it. Satisfies them low quality of knowledge.

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

Students with a sufficient level of self-development have a conscious attitude towards creative development. These students are active in learning a foreign language, they do not need to be encouraged to study on their own, but they lack organization. Therefore, there is a need for guidance from the teacher. If a student has a high level of personal self-development, he has a high creative activity, and he does not just strive for self-development, but does it, realizing the importance of the self-development process for his future. Such students are constantly engaged in various projects, scientific research, creative activities. Based on the analysis of works on various approaches to teaching students, you can create a strategy for improving the personality of a student 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 oneself in order to improve; self-control; obtaining information from various sources, including electronic ones; possession of encyclopedic knowledge; desire for creativity and independence. It turns out that the main task of the teacher in terms of self-training is to teach the student how to study correctly. 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 in such a way that the student learns to approach any issue creatively, not forgetting the scientific approach and independent work skills [4]. Of course, how well 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 exchanging the acquired knowledge with colleagues. Each teacher for conducting classes should have in his "baggage" a variety of tasks, tasks and exercises for

independent work of students, which is not limited to the preparation of abstracts, reports and theses. 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 material. As well as specialized Internet sites, annotation, reviewing and summarizing. Of great importance is group work, the organization of Olympiads, the organization of language circles and student scientific societies. The conclusion suggests itself that the process of self-education, which is based on the use of innovative technologies, significantly motivates students to complete tasks, activating the independent work of students [5].

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 the qualitative study of a foreign language, it takes a lot of time, 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 teaching aids and motivated to obtain high-quality knowledge in the classroom and independent extracurricular study of a foreign language.

The organization of independent work by the teacher should smoothly turn into the self-organization of the student himself and be accompanied by the necessary consultations and control. The control in this case represents the rating of students' knowledge [6] on a multi-point scale. 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 learning outcomes are monitored on the basis of a certain control action. For example, a test or test. Many studies have shown that the main advantage of modular learning is the design of the learning process, which makes it possible to effectively manage this process using the rating intensive technology of modular learning. 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 the corresponding self-educational competencies [7].

Analyzing the module-rating system, it can be argued that such a system can stimulate interest in the English foreign language, maintaining the competitive spirit. To organize independent work of students, it is necessary to:

- a) define a model of learning technologies that allows you to increase the level of knowledge necessary to complete tasks;
- b) with the help of new information technologies, to interest students in doing independent work; c) students with all the necessary teaching aids.

The proposed tasks for self-study necessarily correspond to the knowledge of students and reflect certain communicative activities. To perform independent work in 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, and also increases the quality level of knowledge of a foreign language. As an example, consider the following model of independent work:

1. The preparatory part, during which the teacher talks about the task, provides information about additional literature, information for using Internet sources and possible advice 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 of vocabulary and terminology, better understanding of English speech and activation of communication skills. It is possible to pass special tests online, as well as familiarize students with audio and video material that stimulates the performance of classroom work.

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

This approach to the organization of independent work contributes to the stimulation of creative self-development and self-education of the student. The students among whom the surveys were conducted note that they have no difficulty in 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 that studies a foreign language. And, of course, on the amount of planned classroom time. Motivation alone is not always enough; some students simply ignore independent work. In some universities, the delivery of independent work is organized using an electronic journal. The electronic journal significantly increases the discipline of not only students, but also teachers.

Analyzing the experience of independent work, it is impossible not to notice that independent work in the study of a foreign language today has become simply necessary. Without the success of the results with the teacher, students do not get the desired results in language proficiency. Self-study 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 the organization and management of 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 the individual.

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