

The Role of Independent Work in the Formation of Students' Skills in the Study of Foreign Languages

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Abstract:

Currently, attempts are being made to explain the essence of students' independent work by the nature of the task they are performing. However, none of the works known to us deals in detail with the problem of the formation of skills and abilities of independent work in learning a foreign language, which necessitates the continuation of theoretical and methodological understanding of existing and new pedagogical approaches and theories aimed at improving the independent work of students.

Keywords: foreign language, independent work, skill, pedagogic ability, innovative approach, innovative educational technologies, modernization, higher education, teacher-student.

1. INTRODUCTION:

The changes taking place in our country in all spheres of society give the process of modernization of higher education importance and timeliness. The goals, objectives and functions of higher education are changing, the structure and content are being updated. The goal of higher education is to satisfy the interests of society, the state and the individual in obtaining high-quality higher education, providing everyone with ample opportunities in choosing the content, form and duration of training.

The process of formation of a new, multi-level, education system focused on entering the world educational space is accompanied by a change in the educational paradigm: from the traditional subject-object to personality-oriented, which implies a constant increase in the independence of specialists, and during training - the importance of independent work of students.

2. RESEARCH AND METHODOLOGY:

The increasing role of independent work of students is a stable trend characteristic of all higher educational institutions. A significant amount of knowledge, skills and abilities, the ability to analyze, comprehend and evaluate current events, facts, solve professional problems based on the unity of theory and practice are acquired and developed primarily in the process of independent work. It is considered as an equal form of educational classes, at the same time, the effectiveness of classroom classes largely depends on the skillful organization of students' independent cognitive activity. Independent work also involves self-education and self-education, carried out in the interests of improving professional competence. However, the results of scientific research indicate that effective, scientifically-based methods of independent work have not taken their proper place in teaching students. The main drawback in the organization of independent work of students is the monotony of forms and types of its implementation, independent work of students proceeds in traditional forms: abstract, course design, qualification work, and for selected students - preparation of reports for

student conferences. In this regard, in the modern conditions of the organization of the educational process, when up to 50-70% of the study time will be transferred to independent work, the tasks of improving its content and methods will be increasingly relevant. In addition, in the context of the reform of society, the role of a foreign language has increased immeasurably. Without knowledge of a foreign language, it is impossible to conclude business agreements, contacts with business partners, travel abroad. In this regard, the university faces the task of training specialists to work in various fields of life, where knowledge of a foreign language is necessary for reading literature on the specialty and communicating with foreign colleagues. In many ways, the increase in the effectiveness of teaching foreign languages in higher education is associated with timely diagnosis and subsequent development of linguistic abilities. The relevance of the topic of this study is determined by a number of contradictions. Among them we distinguish the following:

- between the increasing role of independent work of students in learning a foreign language and the monotony of forms and types of its organization, the lack of scientifically based methods of independent work;

- between the need of society to train specialists with certain knowledge and skills in the field of a foreign language and traditional forms and methods of teaching this academic discipline.

The methodological basis of the study consisted of: an integrated approach to the study and further purposeful formation of cognitive components of linguistic abilities in order to improve them at the final stage of teaching a foreign language in a specialized school; dialectical laws of development and their impact on the educational process; a personal - activity approach to the organization of independent work of students. Organization and stages of the study.

The study was carried out in three stages: The first stage: was devoted to the study, analysis and generalization of philosophical, psychological, pedagogical, sociological literature, advanced pedagogical experience; analysis of theory and practice on the problem. The topic was substantiated, the object and subject of the study, its purpose and objectives were determined; a hypothesis was developed; research methods were determined.

The second stage: an empirical search was carried out for ways to improve the process of forming students' independent work skills in the process of learning a foreign language, the accumulation of facts for hypotheses was carried out, an ascertaining and formative experiment was conducted in order to identify the state of activity for the formation of students' independent work skills and skills in the process of studying at the university.

The third stage: the results of experimental work are analyzed, conclusions and recommendations are formulated, scientific articles are prepared and designed. To solve the tasks, the following research methods were used: analysis of philosophical, psychological-pedagogical, scientific-methodological literature and electronic information resources on the research problem; pedagogical modeling; study and generalization of traditional and innovative pedagogical experience; ascertaining, forming and psychological-pedagogical experiment on the development of skills and skills of independent work among students when studying a foreign language the method of mathematical and statistical processing of the results of diagnostic and formative experiments.

3. RESULT AND ANALYSIS

The theoretical significance of the study is determined by the fact that the results of the study made it possible to clarify the concept of independent work of students in the process of learning a foreign language; to expand the understanding of technologies for the formation of skills and skills of independent work of students in the process of learning a foreign language. The paper presents the basic principles of building organizational and pedagogical support for the process of forming the skills and abilities of independent work among students when learning a foreign language. The practical significance lies in the development of a system of pedagogical tools that influence the

formation of skills and abilities of independent work among students in the process of studying at a university and the possibility of using the results in the modern system of higher professional education in practice in order to improve the content, means and mechanisms of teaching a foreign language. The increasing role of independent work of students is a stable trend characteristic of all higher educational institutions. A significant amount of knowledge, skills and abilities, the ability to analyze, comprehend and evaluate current events, facts, solve professional problems based on the unity of theory and practice are acquired and developed primarily in the process of independent work. Independent work is a type of activity of students in which they independently carry out actions from problem statement to control, self-control and correction, with the transition from the simplest types of work to more complex, creative ones. The organization of independent work of students in the process of learning a foreign language is due to the following features: the creation of a language environment; parallel development of all types of foreign language activities: speaking, reading, writing, listening; activation of all types of memory. Organizational and pedagogical conditions are a set of measures providing for the mandatory development of methodological materials, organizational requirements for independent work of students on the following principles:

- the principle of independent practice of each student in one or another form of speech activity;
- the principle of activating the educational and cognitive activity of students due to the interactive form of work;
- the principle of the teacher acquiring a new role as an organizer and facilitator of the educational process;
- the principle of reliance on the native language of students, which leads to the optimization of the assimilation of new material and the formation of a foreign language system;
- the principle of consistently increasing the complexity of the material;
- the principle of visibility and accessibility of foreign language information through the use of audio and video capabilities of the computer;
- the principle of a positive emotional background, designed to form a stable motivation for learning foreign languages.

The technology of forming the skills of independent work among students in the process of learning a foreign language is the interaction of a teacher and a student aimed at forming the skills of receptive types of speech activity (listening, reading) and productive types of speech activity (speaking, writing) and is carried out under a number of pedagogical conditions for its implementation in the educational process of the university:

- the organization of independent work of students is continuous and is carried out from simple to complex throughout their studies at the University (independent work on the model, reconstructive, variable and creative independent work);
- the use of active forms of learning based on innovative technologies of teaching a foreign language (active heuristic methods: business game, round table, brainstorming, expert systems; information technology: simulators, test systems, games, simulation models, the use of electronic dictionaries, lingophone cabinets, etc.);
- the use of problem-based and game-based teaching methods that stimulate the installation of an independent or with the help of a teacher active discovery of new knowledge of the development of foreign language vocabulary, strengthens the students' faith in their abilities to such discoveries;
- development of intellectual and creative potential of students, by introducing them to the basics of research activities (preparation of scientific reports, abstracts, course modular research papers; performance of scientific and pedagogical tasks during practice, etc.).

The professional growth of a specialist and his social relevance depend more than ever on the ability to take the initiative, solve a non-standard task, on the ability to plan and predict the results of his independent actions. This refocuses independent work from the traditional goal - simple assimilation of knowledge, acquisition of skills, experience in creative and scientific-informational activities - to the development of internal and external self-organization of the future specialist, actively transforming attitudes to the information received, the ability to build an individual trajectory of self-

learning. The latter is especially relevant in connection with the development of new forms of the educational process: external education, distance learning, systems of continuing education for adults, in which the student is the main (or only) subject of the process. Accordingly, the main feature of independent work is not that the student is engaged without the direct participation and assistance of a teacher, but that his activity combines the function of translating information into knowledge, skills and the function of managing this activity. Currently, attempts are being made to explain the essence of students' independent work by the nature of the task they perform. Of course, the effectiveness of students' independent work in the learning process largely depends on the conditions of its organization, on the content and nature of knowledge, the logic of their presentation, the source of knowledge, on the relationship of available and assumed knowledge in the content of this type of independent work, on the quality of the results achieved by the student during the performance of this work, etc. The proposed signs, in our opinion, do not reveal the essence of independent work, the unity of logical, substantive and procedural aspects of independent work. Namely, the disclosure of this unity is extremely necessary, because it would allow to penetrate into the essence of independent activity of students, its structure and mechanism, to reveal the essence of independent work and theoretically substantiate the classification and systematization of its types and types. With the reform of socio-economic relations in society came the awareness of the need to speak foreign languages. However, the difficulties on the way to mastering a foreign language have not decreased. As before, the main difficulties are the lack of active oral practice for each student of the group, the lack of the necessary individualization and differentiation of training. The purpose of teaching a foreign language in higher education is to master communicative competence, i.e. it provides training not so much in the language system (linguistic competence) as in practical mastery of a foreign language. However, one should not forget another regularity of the process of teaching foreign languages: it should be taught in such a way that in the process of mastering foreign language speech activity, a language system is formed in the student's mind. Unfortunately, almost all foreign language textbooks do not take into account these features of the subject and are developed based on some average student or student. It is possible and necessary to compensate for this disadvantage due to the methods of independent work used.

4. DISCUSSION

Many years of experience as a foreign language teacher shows that young people are aware of the importance of knowing a foreign language, students have a desire to learn foreign languages. However, the previous negative experience, self-doubt, difficulties of transition to the university system of organization of the educational process make it difficult to successfully master the discipline, create unevenness in the student's training, reduce the desire to master a foreign language at a sufficiently high level. For successful continuation of education in the content and methodology of the discipline, it is necessary to take into account the level of linguistic readiness of the student, the conditions of teaching a foreign language at this university, professional orientation, the degree of general education, motivation for studying the discipline and to fill in the missing in the content itself. In comparison with other academic disciplines, "Foreign language" is characterized by a specific ratio of knowledge and skills. A foreign language in the process of mastering involves a large proportion of the formation of speech skills (abilities) and at the same time, no less than for exact sciences, the volume of language knowledge in the form of rules, patterns, programs, solutions to various communicative tasks. However, these rules are not self-valuable as in other scientific disciplines, they relate to the construction, implementation of language activity. In the most complete form considers the specifics of a foreign language as an educational subject refers primarily to its connection with the native language and then to its comparison with other academic subjects on the grounds of:

- 1) goal-means;
- 2) objectivity;

- 3) the limit;
- 4) uniformity;
- 5) combination of knowledge and language actions;
- 6) students' subjective experience of the difficulties of mastering and the joy of owning this educational subject.

Organizational and pedagogical support of the process of formation of skills and skills of independent work includes the management of independent work of students. The object of independent work management is educational activity, which in turn is divided into general education, educational-professional and scientific-professional. In order for independent work to function at an optimal level, it is necessary that the student is both a subject and an object of management. The management of students' independent work should perform three functions:

- planning;
- organization;
- control.

When determining the goal, the subject should receive an indication of what this work is needed for; what knowledge and skills are needed to perform it and how they should be developed; what approximately results should be obtained at the end of the work. When determining the method of action, a detailed instruction or at least an indication of the sequence of operations is possible; a well-known technique or method that needs to be studied and applied to this work may be indicated; there may be indications on the way to create a comprehensive methodology for performing the work, etc. The organization of control implies the definition of the types of reports of oral, written, control works, etc. Any type of reports should ensure the control of students' activities with subsequent correction to achieve goals, as well as the transmission of information that would ensure the student's own decisions.

Defining the initial provisions of the management of students' independent work, we take into account that the student as a subject of learning through the goal set by the teacher and the mediated motive and conditions of activity himself plans, organizes and implements the process of obtaining the necessary product, enriching his cognitive and professional experience with new results — knowledge, skills, abilities, new products of activity, new personal states. The student is included in the system of activity as a subject and initially assumes his ability to act consciously and purposefully (acquiring results adequate to the quantity and quality of actions performed), namely:

- plan his actions, i.e. choose his goals, determine programs and methods to achieve them;
- organize, i.e. combine their resources to solve the tasks;
- to manage their activities, i.e. to exercise self-control with subsequent correction of their actions;
- to communicate based on the transmission of information that ensures decision-making.

5. CONCLUSION

In order for each of these elements of the student's activity system to function successfully when performing independent work, it is necessary to clearly define the target parameters and conditions for organizing students' cognitive activity in the educational process, identify the initial state of the subject of management; determine, more precisely, develop a program of influences on the student (the teaching plan and the training project); collect, accumulate and take into account information about the state and course of the controlled exercise; to carry out corrective actions on the process of the student's activity and, finally, to collect and notify information about the final result of the controlled process. In this regard, the process of forming the skills of independent work among students in the process of learning a foreign language should be carried out under a number of pedagogical conditions in the educational process of the university. These conditions include;

1. Application of problem-based and game-based learning methods. These methods stimulate the mindset of an independent or with the help of a teacher active discovery of new knowledge of the development of foreign language vocabulary, strengthens the students' faith in their abilities for such discoveries.
 2. The use of innovative educational and information technologies for teaching a foreign language in the educational process of the university, such as: problem-based learning, active heuristic methods: business game, round table, brainstorming, etc.
 3. Development of intellectual and creative potential of students by introducing them to the basics of research activities: preparation of scientific reports, abstracts, course modular research papers; implementation of scientific and pedagogical tasks during practice, etc.
- The research work of students at the university is designed to stimulate educational activity, generalize the acquired knowledge and skills, and form the skills of scientific research. It is a powerful incentive to integrate the studied disciplines. Carefully executed and recorded research work allows you to achieve success in training and profession. Research, in fact, is today the largest industry in the world. Those who do not know how to perform conscientious research or evaluate other people's research will find themselves on the sidelines of a world that increasingly relies on solid ideas based on reliable information obtained by trustworthy search methods.

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