

The Importance of Independent Study Skills While Learning a Foreign Language

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Annotation:

This article focuses on self-study of students in the study of a foreign language in a credit-modular system, as this work allows you to strengthen the active attitude of students to the subject, which determines the effectiveness in its study. In this regard, the main attention is paid to the formation of the methodology of students, its tools and supports.

Keywords: Self-study, credit-modular system, foreign language, competencies, consistency.

Phased social reforms, including economics, science, healthcare, culture and other areas, which are being carried out by the government of the independent Republic of Uzbekistan, contribute to the enormous growth of technological progress, the expansion of cultural and economic relations of Uzbekistan with many advanced industrialized countries. Recently, a resolution was adopted “On measures to improve the system of organizing the educational process in higher educational institutions”, according to which, starting from the 2020/2021 academic year, the educational process in higher educational institutions is gradually transferred to a credit-module system.

The introduction of this system into higher education will improve the quality of education, ensure transparency, eradicate corruption, identify the true knowledge of the student and create the basis for independent learning and work of the student.

The credit-module system provides for the organization of the educational process, such as the modular structure of the educational program, increasing the flexibility of educational programs, increasing the share of self-study in the educational process, and so on.

During the learning process, the importance of independent learning increases, which subsequently leads to increased independence, creative initiative and activity of specialists.

Achieving the goals of teaching a foreign language is determined by the content that students must master and the teaching technology (principles, methods, means and organization of teaching). The teaching itself is carried out both under the guidance of a teacher and during independent work. The allocation of a special chapter on independent work of students is due to the fact that, as psychologists and teachers note, independent work activates the mental activity of students, making learning more effective. The slogan “Teach to learn” with the reflexive particle “sya” emphasizes the importance of students’ independent activity in mastering the content of education. The task of the teaching side is to select the content of training, ensure rational organization of self-learning, and form students’ self-methodology (i.e., conscious mastery of educational techniques).

It has already been proven that the teacher’s excessive activity in transferring knowledge and in detailed explanations often leads to inhibition in the perception of students. Sometimes teachers, dissatisfied with the result of their explanations, are surprised: “I have already explained this phenomenon several times...”. The effect of repeated explanations is usually also insignificant, since students get the false impression that they already know and can do all this, and they remain internally passive and, therefore, unresponsive. K.D. Ushinsky very accurately described teacher activity as “enduring the activity of another.”

Following P.I. Pidkasists understand independent work of students as an activity that presupposes their maximum activity in relation to the subject of activity, in our case a foreign language, to the material being mastered, which ensures its strong assimilation. Consequently, it is important to create conditions under which students “go towards knowledge,” because what they receive in finished form often slips past their consciousness and does not settle in their memory.

In addition to the fact that independent work causes student activity, it has another important advantage: it is individualized. Each student uses a source of information depending on his needs and capabilities; he works at his own pace to achieve the desired result. This property of independent work gives it a flexible character and significantly contributes to increasing the responsibility of each individual student and, as a result, improving his academic performance. Independent work, understood in this way, involves the introduction of its individual forms into the process of teaching a foreign language, both with and without the guiding participation of a teacher, throughout the entire course of studying a foreign language.

Independent work, as well as work in collaboration with a teacher, can be carried out in various organizational forms: individually, in pairs, in small groups. Each of these forms is designed to create and develop in aggregate the organizational, informational, cognitive and communicative skills of students, mastery of which will ensure students’ advancement in language acquisition in unity with the development of their methodology. Modern didactics attach special importance to this aspect of independent work, seeing the development of students’ methods as prerequisites for lifelong education.

What is required to develop a student’s independent activity when learning a foreign language?

Firstly, it is necessary to understand the purpose of the activity being performed, each specific exercise. The student must know what he will do, what the end result will be, and how this task will enrich his experience.

Secondly, knowledge of the procedure for performing the task itself is required. The teacher needs to equip students with rational methods of learning activities, based on the nature of the activity itself and the capabilities of students in a given age group and their experience in a foreign language.

Thirdly, you need the ability to use appropriate teaching aids to complete the task, such as sound recording, educational didactic material for pair work, etc.

Fourthly, it is necessary to be able to see supports in the task material that make it easier to overcome difficulties during independent work; in this case, it is equally important to learn how to use ready-made (objective) supports and create your own (subjective) ones.

Fifthly, it is important to provide adequate didactic conditions for successful independent completion of tasks, i.e. First of all, determine a suitable place for them: in the classroom, at home or in the computer lab.

This should also include the choice of organizational forms for performing a specific type of independent tasks. Homework naturally takes an individual form, which must be provided and prepared under the guidance of a teacher in the classroom. Independent work in the classroom can be carried out in all organizational forms: individually, in pairs and small groups, while mutual assistance of students is clearly demonstrated. Individual independent work in the classroom can manifest itself in two ways: a) all students perform one common task or b) different ones, depending on their capabilities. In case of difficulties, the teacher provides assistance in accordance with the principle of individualization of the learning process; in a laboratory or classroom, all forms of organizing independent work are also possible; the “assistant” is the program itself, compiled on the basis of the principles of feasibility and accessibility, and of course, a teacher-consultant.

Particularly important is the question of the time that should be spent on independent work in order for its results to be tangible. An attempt was made to determine this time deductively and by observing the work of students in the classroom, as well as based on an analysis of the homework offered in the educational complex. As a result, it was found that the total time students work on a foreign language should be approximately 3-3.5 hours per week, covering work under the guidance of a teacher and various forms of independent work throughout the course of studying a foreign language. Naturally, with a decrease in the number of weekly hours and, therefore, work in collaboration with the teacher, the time allocated for independent work should increase; otherwise, practice in the language is reduced, which inevitably leads to the loss of acquired skills and the destruction of skills. The organic inclusion of students’ independent activity is an indispensable condition for achieving practical goals in mastering a foreign language, even at the level of elementary communicative competence.

Involving students in systematic independent work is one of the urgent educational tasks of a foreign language teacher. It is associated with fostering a careful attitude towards the use of free time by students. A positive solution to this problem is the path to increasing the effectiveness of the educational process and its impact on the formation of a socially active personality. Like any other educational problem, it is complex and cannot be solved authoritarily. The teacher should patiently and persistently show the advantage of systematic independent work in learning a foreign language.

Summarizing the consideration of students’ independent work, it should be emphasized that its purposeful, systematic implementation contributes to the formation of strong educational skills. If you give independent work a systematic character, then this will undoubtedly contribute to the strong assimilation of the foreign language being studied by students in unity with the development of educational work techniques.

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