

THE ROLE OF INDEPENDENT WORK IN LEARNING A FOREIGN LANGUAGE

B. A. Talibdzhonov¹, N. A. Kholboeva²

^{1,2} ESP teachers, Namangan Institute of Engineering and Technology Teachers of the Department of Foreign Languages.

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Abstract

The article examines the role of independent work of part-time students in the study of foreign languages. The main types of independent work are given. Special attention is paid to the motivation of students when doing independent work.

Keywords: independent work; self-discipline; motivation; point-rating system.

Introduction

The quality of training of any specialist in modern conditions is determined not only by the level of his knowledge, but also by the ability to independently set and solve new professional tasks. Inclusion in independent activity should occur already at the early stages of training. The degree to which a student is ready for vigorous activity will depend on his competitiveness. The task of the teacher is to teach students to navigate the flow of information, to acquire knowledge themselves, using rational methods of working with a book and other sources, to summarize various materials, to evaluate them.

Knowledge of English in modern society is becoming necessary for a person's personal and professional life. People who practically speak one or more foreign languages have the opportunity to occupy a higher social position, therefore, modern society needs specialists who can use a foreign language in the communication process.

Since mastering a foreign language at a university is largely determined by the effectiveness of students' independent work, planning and organizing students' work in the absence of a teacher is the most important task of learning.

Introducing students to systematic independent work is one of the tasks of a foreign language teacher. It is connected with the education of a rational attitude of students to the use of free time, with self-discipline and self-organization. There is no doubt that independent work has a certain educational value: it forms independence not only as a set of skills and abilities, but also as a character trait that plays a significant role in the personality structure of a modern highly qualified specialist.

The teacher should take care that the student understands the specifics of the subject, realizes that the main thing in learning a foreign language is to be able to understand the learned material when listening, reading, to be able to use it in oral speech, and this is achieved only by practice. At the same time, it is necessary that the student not only understand the importance of systematic independent work in a foreign language, but also be convinced that by working in this way, he will be able to master this subject within the limits defined by the foreign language program. Stimulation of the student's work is a complex process associated with the development of motivation. Psychologists have proved that the ratio of motive and purpose forms the meaning of the doctrine. If the goals of

independent work are correlated with the motives of students, then it acquires a personal meaning for them. Knowing and taking into account the main motives is one of the main conditions for ensuring the success of independent work.

Active independent work of students is possible if there is a stable motivation. The following types of motivation can be distinguished.

- External motivation is the dependence of a professional career on the results of studying at a university.
- Internal motivation – students' inclinations, their ability to study at the university.
- Educational motivation – the student's understanding of the usefulness of the work performed. It is necessary to psychologically adjust students to the importance of the work being done. The organization of independent work of students should represent the unity of the following interrelated forms:
 - classroom independent work, which is carried out under the direct supervision of a teacher;
 - extracurricular independent work of students;
 - creative work, including research.

In order to develop a positive attitude of students to extracurricular independent work, it is necessary at each stage to explain the goals of the work, to control the understanding of these goals, gradually forming in them the ability to independently set a task and choose a goal.

Remember, the ability of working independently differs based on a number of factors such as your students' cognitive ability, language ability, and maturity. Expecting a first year student to remain engaged for one hour at the beginning of the year may not be reasonable. But we must keep in mind that if we want them to work independently, we need to give students tasks that are worthwhile to do, not just to keep them busy while we meet with small groups. The work learners are doing must be engaging and purposeful.

Procedures are one crucial element in supporting students' ability to work independently. Are your procedures like rituals in your room? Are they accepted through the same way every time? Do your learners know exactly what it looks like and sounds like to follow the procedure successfully? Could they do it without your support? And can they almost do it with their eyes closed?

When deciding which procedures to teach first, brainstorm a list of all procedures and prioritize them. Think about the tasks that your students come across on a daily basis, specifically the ones that result in the loss of instructional time.

Here is a list of procedures that we would like to introduce that make your top priority list!

- How to transition from one activity to the next
- How to sequence the materials and/or decide what goes first
- How to share materials
- Finding and using different materials for the independent work
- How to self-assess through a rubric
- How to help in work, if needed
- How to make choices at a center (e.g. different decisions for the task, paper choices, etc.)
- When to report vs. present.

When you scope out the sequence of the materials associated with procedures, consider what background information and language the students will need to be familiar with in order meet teacher's expectations.

- What will learners need to learn in order to be responsible? (examples: Where materials are, how to handle the presentation of independent work, Can they manage to present it in one lesson?)
- How many lessons will this take (make an estimate)?
- How could we break down this idea into a series of steps or lessons so the students can truly become responsible for this?

Depending on the content and wording of the tasks, as well as the degree of participation of the teacher in it, the independent work of students is of a different nature. Tasks can be divided into the following groups:

- training – the teacher shows the way and nature of the task;
- training – repeated according to the pattern;
- search – the task is entirely assigned to the students: they independently choose the material for analysis;
- creative – independent search, selection, evaluation of information for the purpose of writing an abstract, report.

The main means of independent educational work of students in learning English is reading. It performs various functions: informational, educational and professionally oriented. Independent work is aimed at expanding the vocabulary, which is ensured by its intensive repetition both in texts on additional reading and in lexical and grammatical exercises. In this way, students are trained to extract, summarize and analyze professionally relevant information.

Independent practice in writing is a mandatory component of mastering a foreign language. It includes preparing reports and writing abstracts using Internet resources. Students can also improve their skills in working with business correspondence material, writing personal, business letters, and compiling a resume.

Independent work becomes mandatory when new learning technologies are applied. Among the main areas of use of these technologies, the most effective are the following:

- use of the Internet to perform individual tasks;
- preparation of presentations in Power Point;
- preparation of speeches using an interactive whiteboard.

The use of information technologies in the educational process makes it possible to change the nature of the educational and cognitive activity of students, to intensify the independent work of students with various electronic means of educational purposes. The most effective use of information technology is to develop the skills and abilities necessary for professional activities. Of course, when organizing and monitoring students' independent work, the Internet is used, which makes it possible to reduce the time needed to search for the necessary information, make the process of independent work more interesting, and instill a taste for independent studies.

Preparing presentations has become widespread in recent years. The advantage of this type of activity is that students see the final result of their work, they have the opportunity to independently choose the topic of the presentation. The participation of a group of students in preparing a presentation teaches them to think creatively, plan their actions independently, and predict numerous options for solving problems.

In order for independent work to be effective, the following is necessary:

- ensuring the right combination of classroom and independent work;
- methodically correct organization of the student's work both in the classroom and outside it;
- monitoring the progress of independent work.

Recently, along with the traditional forms of control - tests, tests, exams - a new point-rating system for monitoring students' knowledge is quite widely used in Russian universities. The use of a point-rating system makes it possible to achieve more rhythmic work of students during the semester, activates their cognitive activity. Control during independent work should not be an end in itself for the teacher, but, above all, become a motivating factor in the student's activity. It is necessary to strive to ensure that in the junior years the purpose of independent work is to expand and consolidate skills and abilities, to develop competencies acquired in traditional classes. In senior years, independent work should contribute to the development of the student's creative potential.

Thus, properly organized, systematically conducted independent work contributes to improving the quality of teaching a foreign language, and is also an important prerequisite for further self-education.

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