



THE PROBLEM OF INDEPENDENT WORK OF STUDENTS OF A NON-LINGUISTIC UNIVERSITY IN THE PROCESS OF STUDYING THE DISCIPLINE "ENGLISH"

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ANNOTATION

The article deals with the problem of organizing independent work of first-year students of a non-linguistic university in the process of studying the discipline "English language". The paper defines the leading goal of the implementation of independent work of students and characterizes the student's portfolio as an innovative tool, a means of fixing, accumulating and evaluating individual achievements.

Self-study, self-education, student portfolio, continuing education, vocational training, indie educational trajectory - all this has a huge impact on student success.

KEYWORDS: *English language, innovative technology, learning goal, methodological materials, process efficiency.*

ПРОБЛЕМА САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ НЕЯЗЫКОВОГО ВУЗА В ПРОЦЕССЕ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ "АНГЛИЙСКИЙ ЯЗЫК"

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Аннотация

В статье рассматривается проблема организации самостоятельной работы студентов первого курса неязыкового вуза в процессе изучения дисциплины "Английский язык". В работе определяется ведущая цель осуществления самостоятельной работы студентов и дается характеристика портфолио студента как инновационному инструменту, средству фиксации, накопления и оценки индивидуальных достижений.

Самостоятельная работа, самообразование, портфолио студента, непрерывное образование, профессиональная подготовка, индивидуальная образовательная траектория - все это оказывает огромное влияние на успешную учебу студента.

Ключевые слова: *английский язык, инновационная технология, цель обучение, методические материалы, эффективность процесса.*



Many studies have been devoted to the problem of independent work, but it has not lost its relevance in pedagogical theory and practice. The increased interest in this problem in the process of developing innovative technologies is due to both the intensive expansion of the information flow and the reduction of classroom academic time at the university in the process of studying the discipline "English language" by students in the first year of the educational level of the bachelor's degree. When studying this discipline, special attention in the process of organizing independent work should be paid to consideration of such issues as the types of independent work, the means of organizing them (a personal notebook for independent work), the formation of content, methods of activation and forms of effective organization of planning and control of independent work of students.

The organization of independent work is an integral part of the educational and methodological complex of the discipline.

The independent work of students is understood as a variety of types of individual and collective activities of students, carried out under the guidance, but without the direct participation of the teacher in the classroom or extracurricular time specially allotted for this. In this regard, the training of university students includes two parts that are almost identical in volume and mutual influence: the learning process and the self-learning process.

The leading goal of organizing and implementing independent work of students should coincide with the goal of training: the preparation of a competent, competitive bachelor and future specialist with a higher education.

The purpose of organizing independent work of students of a non-linguistic university in the process of studying the discipline "English language" at the educational level of the bachelor's degree (I course) is the formation, development and improvement of the level of foreign language professional communicative competence of students determined by the program documents, which involves the development of key and basic competencies in the direction of the profile specialty, as well as creative, research activities of students by means of a foreign language, the implementation of professionally oriented communication with specialists at the international level. Independent work of students should contribute to the development of independence, responsibility and organization, a creative approach to solving professionally oriented problems.

Formation of the content of independent work includes:

- Determination and justification of the required minimum of sections, those questions, tasks included in the classroom and extracurricular independent work of students;
- Determination of the content and volume of theoretical educational information and practical tasks on each topic, which are related to independent work;
- Selection and proposal of methods and forms of students' independent work in accordance with modern teaching technologies;
- Determination of forms and methods of control over the fulfillment of independent tasks by students;
- development of criteria for evaluating the results of extracurricular independent work, taking into account the requirements for the level of training of students, determined by the State Educational Standard of Higher Professional Education of Uzbekistan.

The organizational role in the independent educational work of students belongs to the teacher. The teacher forms the content, plans, organizes, manages, controls the independent work of students. Based on the specifics of a particular group, the teacher determines the goal, the content of students' independent work, in accordance with the curriculum, sets the topic, labor intensity, formulates tasks for independent work, determines the forms of student self-control and control by the teacher, prepares methodological materials for independent work.

Methodological materials on the organization of independent work of students are part of the educational and methodological complex and contain the target setting and motivational characteristics of the topics studied, lists of



basic and additional literature for studying all topics of the discipline, theoretical questions and questions for self-training, having learned which the student can perform the types of activities offered in practical sessions.

Mandatory sections of the guidelines are:

- Plan for the implementation of independent work on the discipline;
- Characteristics of tasks for independent work;
- Approximate norms of time to perform extracurricular independent work for each task;
- recommended literature (basic and additional);
- Requirements for the presentation and presentation of the results of independent work;
- Forms of control.

An increase in the level of motivation of first-year students of the educational level of a bachelor's degree in the process of independent work is facilitated by tasks that activate the study of professionally oriented problems, especially in the direction of the profile specialty of faculties.

Management of independent work of students, as part of the educational and methodological complex, includes:

- presenting students with assignments for independent work;
- holding consultations (at the expense of the general budget of time allotted for classroom work of the teacher)

on the organization of independent work, the implementation of specific tasks in the discipline, the criteria for assessing the quality of independent work performed; by goals, means, labor intensity, deadlines, forms of control of students' independent work;

- Control of independent work of students.

Self-preparation of students using additional sources of information allows you to express your opinion in a foreign language based on background knowledge and characterizing:

- General competence of the student (empirical and academic knowledge),
- Existential competence (personal characteristics and attitudes)
- Professional (special) competence of a future graduate of a technical university.

To control the independent work of students, various forms, methods and technologies of control can be used.

Forms: testing, presentations, case studies, defense of creative works, tests, etc.;

Control methods: tests, practical work, interviews, seminars, exams;

Control technologies: situational, rating assessment, self-assessment, individual notebook, etc.

The idea of a portfolio or a folder of individual educational achievements of students is becoming more and more popular in our country. The portfolio is considered as a way of fixing, accumulating and evaluating the individual achievements of students.

More and more universities are using the electronic form of portfolio in their practice. What is spreading now is mainly the borrowing of foreign experience, an attempt to develop forms of work with a portfolio of individual academic achievements of students, their individual educational trajectories in the conditions of a domestic higher school, based on foreign, mainly American experience.

The main types that require the organization of independent work of students include the following:

- Work with a text source of information;
- Exercises;
- Implementation of practical work;
- Verification independent, control work, tests, dictations, essays;
- Preparation of reports, abstracts;
- Performance of creative works, projects, preparation for conferences, role-playing games, presentations.

Educational and teaching materials developed taking into account the specifics of students' independent work must meet the following requirements:



- contain recommendations on the timing, volume and quality of learning the material, indicating the educational and scientific publications used for these purposes;
- include questions for self-control, verification tests, control tasks, as well as examples of the design of independent written work, tests;
- should be designed in such a way that the main points of the text (ideas, concepts) are highlighted.

Analysis of the research results of scientists (V.A. Belikov, A.K. Gromtseva, Yu.N. Kulyutkin, G.S. Sukhobskaya, A.S. Usova, T.I. Shamova) makes it possible to structure the content of self-educational activity, highlighting the following components:

- motivational, which is conditioned by the needs of the individual, and includes needs, interests, motives, i.e. everything that ensures the purposeful inclusion of students in the process of self-education and supports cognitive activity;
- orientational, which characterizes the depth of the student's perception of the goal of independent work, his ability to plan and predict this activity;
- Content-operational, including the system of the student's leading knowledge in a particular area and the skills of self-educational activity (tools for obtaining and processing information, applying knowledge in practice);
- Value-volitional, including will, emotional upsurge, self-commitment, self-affirmation;
- Evaluative, the essence of which is the systematic receipt of feedback on the course of self-education based on a comparison of the achieved results with the predicted ones. This component includes self-control, self-analysis and self-assessment.

The effectiveness of independent work of students is provided by pedagogical conditions that intensify the mechanism of self-education and self-actualization of the individual:

- Formation of positive motivation of students for independent work;
- Orientation towards self-acceptance as an organizer and subject of self-educational activity;
- Orientation of students to creative reflection of independent work.

The development of a complex of methodological support for the educational process is the most important condition for the effectiveness of students' independent work. Such a complex should include blocks of thematic sections, educational and methodological manuals, workshops, task banks, tests, computer training and control programs for self-control, discipline information bases, etc. This will allow organizing problem-based learning in which the student is an equal participant in the educational process

The effectiveness of students' independent work is largely determined by the definition of active methods of its control. There are the following types of control:

- input control of the level of formation of students' competencies;
- Current control, that is, regular monitoring of the level of assimilation of the material at lectures, practical and laboratory classes;
- Intermediate control at the end of the study of a section or module of the course;
- Self-control carried out by a student in the process of studying the discipline in preparation for control measures;
- Final control in the discipline in the form of a test or exam;
- Control of residual knowledge and skills after a certain time after the completion of the study of the discipline.

The effectiveness of the process of teaching English at the educational level of the bachelor's degree will increase significantly if the independent learning activity of students is a dynamically functioning integral system.

The system of organization of independent activity of students in the discipline "English for Special Purposes" should be based on pedagogical and psychological patterns, determined by the content, methods, organization of



training, taking into account the age-related psychological characteristics of students in the structure of the educational and methodological complex disciplines.

Thus, the organization of independent work of students is a set of techniques carried out at the stages of purposefulness, motivation, determining the content, nature, degree of difficulty of educational tasks, methods of action, control and self-control, i.e. a certain structure with its technology, organization and management. Further development of methods for organizing independent activity is one of the main conditions for actualizing potential opportunities and self-realization of individual educational trajectories of each student.

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