



CHANGING THE VECTOR OF EDUCATIONAL STRATEGIES WHEN TEACHING FOREIGN LANGUAGES AT A TECHNOLOGICAL UNIVERSITY

Sarsenbaev Khamidulla Abdullaevich

Teacher of the Department of Foreign Languages, Tashkent Chemical-Technological Institute

ANNOTATION

In this article, the issue of autonomy of students learning a foreign language and their responsibility for the result of their learning acquires special significance.

Strategies for studying the subject will help students become more independent, increase their personal interest in learning, and teach the processes of self-assessment and self-correction.

KEY WORDS: *foreign language; techniques; learning strategies; autonomy.*

ИЗМЕНЕНИЕ ВЕКТОРА ОБРАЗОВАТЕЛЬНЫХ СТРАТЕГИЙ ПРИ ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ В ТЕХНОЛОГИЧЕСКОМ ВУЗЕ

Сарсенбаев Хамидулла Абдуллаевич

Преподаватель кафедры Иностранных языков

Ташкентского химико-технологического института

Аннотация

В данной статье особое значение приобретает вопрос автономности обучающихся при изучении иностранного языка и их ответственности за результат изучения.

Стратегии изучения предмета помогут обучающимся стать более самостоятельными, увеличат их личную заинтересованность в обучении, научат процессам самооценки и самокоррекции.

Ключевые слова: *иностраннный язык; методики; стратегии изучения; автономность.*

In the modern world, today there is a clear need to revise approaches to the training of qualified specialists in universities. In modern higher education, a foreign language is considered as an integral component of the professional training of a future specialist of any profile. The goal of teaching foreign languages in non-linguistic departments at universities is to achieve a level sufficient for the practical use of a foreign language in future professional activities. In faculties where a foreign language is not a major subject, the issue of choosing teaching strategies remains relevant.

The process of learning a foreign language is organized in an intensive mode due to the short duration of language acquisition, therefore, in recent years, the issue of autonomy of students when studying the subject and their responsibility for the result of the study has become of particular importance. A modern qualified specialist must be able to learn language autonomously, be able to effectively solve assigned tasks, and language learning contributes to this.

In the second half of the 20th century, in the methodology of teaching a foreign language, in parallel with various approaches, theories and teaching technologies, a new subject area began to form, in which the emphasis is not on the personality of the teacher and the teaching process, but on the learner and the learning process. The focus here is on language teaching strategies aimed at improving the quality of teaching, at finding more effective ways and means of developing foreign language communication. They become the subject of lively discussion, different criteria for their identification are taken as a basis.



Learning strategies provide another approach to viewing the learner's role in language learning. Some teaching methods prescribe the types of strategies that the learners themselves are interested in using. The question of definitions and classifications of language teaching strategies still remains open. Researchers have made a number of attempts to establish a common terminology and description of such strategies, but have not reached consensus. Weinstein and Mayer, for example, understood learning strategies as models of behavior and way of thinking that students demonstrate during the learning process and that should influence the information processing process [4; With. 320]. D. Richards and D. Platt consider a learning strategy as purposeful thinking and behavior with the aim of remembering and understanding new information during the learning process. [2; With. 231] Cohen argues that language learning strategies can be defined as thoughts and actions consciously chosen by learners to assist them in learning and using language in general and in performing specific language tasks. [1; With. 28] One way or another, most scientists understand learning strategies as special actions, behaviors, steps and techniques that students use (often intentionally) to improve their language skills. These strategies can make it easier to use the target language. In other words, strategies are learning tools aimed at the learning subject. They are necessary for the development of communication skills. At the same time, the intensity of the educational process suggests that the emphasis shifts from teaching strategies to learning strategies, that is, from teaching to learning.

Thus, learning strategies play a broader role in language learning and involve learners' active role in directing their own learning - they can be used in conjunction with or independently of the techniques used by the teacher. The concept of learning strategy is sometimes seen as an aspect of learner autonomy.

Earlier discussions about the role of strategies in language learning were often associated with the work of J. Rubin, devoted to the characteristics that a learner must have to better learn a foreign language. [3; With. 8] J. Rubin identified 7 characteristics that, in her opinion, students should have to obtain maximum effect when learning a language:

1. They guess diligently and diligently, without experiencing discomfort from uncertainty.
2. They have a strong desire to communicate or learn through communication and a desire to go to great lengths to communicate their messages clearly.
3. There is little that can stop them, and they are not afraid to make language mistakes and appear stupid if the communication is effective.
4. They are ready to pay special attention to dialects, constantly looking for examples in the language.
5. They constantly practice skills and seek opportunities to do so.
6. They monitor their own speech and the speech of others, constantly paying attention to how their speech is received and whether their performance meets the standards they have learned.
7. They pay attention to meaning, realizing that to understand a message it is not enough to pay attention only to grammar or superficial linguistic form.

The relevance of strategy theory to foreign language teaching is that some strategies are very likely to be more effective than others. And as a result of understanding the differences between them, foreign language learning and teaching strategies can be improved. Methods and techniques implicitly or explicitly require the use of specific learning strategies, but the focus of most research is on self-management strategies that may be independent of those appropriate to a particular method.

Many studies distinguish four different types of strategies according to their functions: cognitive, metacognitive, social and emotive strategies.

Cognitive strategies refer to the processes that learners use to better understand or remember learning material or new information, such as making mental associations, understanding key phrases in text, creating word lists, etc.

Metacognitive strategies are the ways in which learners control their language learning by planning what they will do, carrying out ongoing testing, and then evaluating the final presented solution to the problem [1; With. 125], for example, a student can focus on the following types of questions to the listening text that the teacher uses during the lesson:

- “What approach should I take with this listening text?” (planning)
- “Which parts of the text should I pay closer attention to?” (planning)
- “Am I focusing my attention on the right part of the text?” (monitoring)
- “Did I understand the words the author used correctly?” (monitoring)
- “Did I do a good job?” (assessment)
- “What caused me to misunderstand the text?” (assessment).



Social strategies are means used by learners to interact with other learners or native speakers, such as asking questions to clarify the role of communicators in society and their relationships, asking questions to obtain explanations or confirmation, and interacting with other communicators to complete a task. [1].

Emotive strategies are actions that students take in order to manage the emotions that they experience in the process of learning a foreign language or when they try to use the knowledge that they have already acquired in real communication. For example, it may be less stressful for a learner to first test out their language skills in conversation with a more linguistically advanced non-native speaker than with one who is a native speaker of English, for example.

Of course, research into learning strategies is necessary to obtain reliable knowledge that can be used both in teaching a foreign language and in developing student independence. Therefore, in the process of teaching a foreign language, students should be exposed to the nature of these strategies and help them develop effective skills in their use. To this end, in our opinion, it is important to provide students with a variety of opportunities for the practical use of language in order to help students independently apply strategies by gradually abandoning the help of a teacher. Moreover, it is necessary to create conditions in which students can evaluate the effectiveness of the strategies they use and other attempts they have made, in order to subsequently transfer the most successful strategies to new tasks.

Among teaching strategies, both direct and indirect strategies are used. In the direct approach, the teaching strategy is the hallmark of the language lesson, while the teaching session includes five steps: preparation, presentation, practice, assessment and development. Strategies are initially modeled by the teacher, after which students are given practical tasks and the use of teaching strategies turns them into learning strategies.

Teachers and students reflect throughout their training on the choice and effectiveness of the strategies used to solve assigned problems. As a result, learners apply the strategies they have been taught to learning the language and performing language tasks. In this way, responsibility for making strategic decisions gradually shifts from the teacher to the students, while the instructions given in the classroom change step by step to full responsibility of the students in choosing strategies and using them for the rest of the training. The concept of learning strategies adds important insight into what we mean. under foreign language teaching, because since techniques and methods have generally been conceptualized as instructional modeling instructions, they are in reality models for language learning, and the use of appropriate strategies is often the key to successful language learning. Each teacher, in our opinion, in his teaching practice should ask the following important questions that relate to the techniques and methods of learning a foreign language: What learning strategies should this method develop? What learning strategies do my learners use? What other learning strategies would be helpful for my learners? Since learning strategies can be considered as an aspect of learner autonomy, as already mentioned, flexible techniques and methods can also be borrowed to develop foreign language learning strategies.

Every foreign language teacher today faces a difficult task, since it is very difficult to teach language learning strategies. They are accumulated, analyzed and transformed by the student himself. These are the stages that he goes through in the entire process of language learning. Each student can develop his own individual effective model of strategies, the formation of which will depend on various factors. Teachers who in their work use methods for developing strategies for learning a foreign language are focused on the needs of the student; they do not manipulate students, but stimulate them to form and use their own strategies. Focused attention on strategies for learning a foreign language and methods of their formation will help students in the implementation of the educational process and will provide more opportunities for a conscious approach to the process of mastering a foreign language, will allow students to become more independent, will increase their personal interest in learning, will teach the processes of self-assessment and self-correction, and will increase the importance of the role of the teacher. Moreover, such strategies are most often problem-oriented, which is very important for a future specialist, and include several aspects at once, and not just cognitive activity. The implementation of just such strategies in the educational process creates favorable conditions for the active, creative and productive activities of future specialists in higher education and forms effective teaching and learning of a foreign language.

LITERATURE

1. **Cohen, A. D.** *Strategies in Learning and Using a Second Language*. – New York : Addison Wesley Longman Limited, 1998. – 295 p.
2. **Richards, J.C.** *Dictionary of Language Teaching and Applied Linguistics / J.C. Richards, J. Platt, H. Platt*. – Harlow : Longman, 1992. – 423 p.
3. **Rubin, J.** *How to Be a More Successful Language Learner / J. Rubin, Thompson*. Boston, MA: Heinle & Heinle, 1994. – 128 p.
4. **Weinstein, C. E.** *The Teaching of Learning Strategies. Handbook of Research on Teaching / C.E. Weinstein, R.E. Mayer*. – New York : Macmillan, 1986. – P. 315–327.