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**MANAGEMENT OF INDEPENDENT WORK OF STUDENTS IN THE
PROCESS OF LEARNING A FOREIGN LANGUAGE**

Gulomjonova M.¹

Gulomjonova Mohidilhon.¹ *Teacher of department of foreign languages, faculty
of agro engineering and hydro melioration,
Andijan Institute of Agriculture and Agro technologies,
Andijan, Uzbekistan*

Abstract: This article is about the features of students' independent work during learning the second foreign language in the university. The notions such as development of independent work's abilities and skills, improvement of student's personality, organization of students' educational activity, self-guided work management are given by author.

Key words: educational activity, educational method, methodical technique, independent work management, self-guided work efficiency.

The importance of independent work is determined by the goals of modern education and the requirements of life - the constant improvement of the individual.

In the course of independent work, the main functions of training are carried out: the development of creative thinking, assimilation, consolidation of knowledge, processing them into sustainable skills; the acquisition of skills for independent work with literature in the specialty and independent searches for knowledge, including using Internet resources, the development of rational working methods.

Scientifically grounded planning and organization of students' cognitive activity are one of the main goals of the university, in the achievement of which the teacher plays a decisive role. It is not surprising that recently the components of a teacher's activity in organizing student learning activities have become the subject of research in methodological science [3].

Recently, the didactic, pedagogical, psychological and methodological foundations of independent work have been refined [5].

Today there is an urgent need for the formation of students' cognitive independence, as a trait of character, personality; the ability to set and resolve various cognitive and practical tasks, transfer and apply knowledge from one area of activity to another. Out-of-class independent work either precedes classroom work, ensuring its effectiveness, or is a natural continuation and logical conclusion of classroom work, its effectiveness depends on the quality of preparation and conduct of classroom studies.

Education, according to modern concepts of psychology, combines the interdependent ways of the teacher and the student. The study of a subject as a whole or of individual topics must be structured so that any teaching method contributes to the development of cognitive independence. Consequently, independent work is both a means of enhancing the educational process and a necessary condition for the successful assimilation of knowledge and the formation of skills and abilities. The development of cognitive activity depends not only on the characteristics of the organization of the educational process. The nature of cognitive activity also plays a significant role.

The problems of independent work are being intensively developed by the collectives of universities. In many collections of scientific works, independent work is widely considered - as a teaching method or a methodological technique used in classroom lessons, as a form of organizing educational work, as a means of enhancing cognitive activity. The authors consider various aspects of studying independent work, develop recommendations for its intensification, forms and methods of intensification, improvement of planning and organization. In the field of view of researchers are the types and methods of organizing the control of independent work. Considered are such methodological issues as the criteria for selecting management for independent work, identifying the level of mastering professional tasks [6].

The effectiveness of independent work in the study of foreign languages and, to a greater extent, a second foreign language is one of the key problems for a number of reasons: the lack of a language environment, long breaks in learning (sessions, vacations). The importance of independent work in the process of mastering a foreign language can be briefly determined by the following parameters: it allows students to work in accordance with their individual capabilities; unload classroom activities, has educational value [4].

The specificity of independent work in foreign languages is that it can be carried out independently according to the textbook, texts of special literature in accordance with the abilities, personal experience, with professional necessity, when the possession of speech activity provides the opportunity to perform other activities and be partially controlled by the process.

With regard to speech activity, this is manifested in the fact that, depending on the communication situation, only that and such statement is generated that is adequate to the created situation.

When learning a language, differentiation of the content of independent work in foreign language classes and independent classroom work plays an essential role. But in both cases, it is built as a complex of purposeful educational actions, in which their nature and sequence are predetermined, and also provides for their control and correction. Hence, the peculiarities of independent work in the classroom and outside the classroom follow. In foreign language classes, independent work is considered not only activity to master the techniques of working with linguistic and speech material, but mainly the development of the ability to creatively apply the learned techniques in different conditions, in new speech situations.

When directing independent work outside the classroom, it should be borne in mind that independent work is an individual process, that the central element and driving force of independent work is the activity of the student himself. As part of the learning process as a whole, independent work in teaching foreign

languages at a university should contribute to the formation of such skills, the mastery of which is the purpose of their professional training.

The methodological literature emphasizes that language proficiency presupposes full and conscious knowledge of the language as a specific system of signs (linguistic means), on the one hand, and the ways of using this system, on the other, and the use both in communication and in professional activity. A university graduate must learn the language practically, i.e. master not only the types of speech activity (listening, speaking, reading, writing), but also "secondary" types of speech activity (reading aloud, recording speech, translation, abstracting, annotating, etc.). Thus, training in a foreign language, including in a second foreign language, includes practical language skills, a scientific approach to the language. Therefore, when defining tasks for independent work, it is important to understand what goals this work should serve, what kind of skills to develop.

The goals and content of a specific set of independent work follow from the general goals of teaching a language, as well as from the particular goals of working on the material. The goals and content as an element of the language teaching system are set by the type of mastery of the target language (first (main) or second foreign, etc.).

At the same time, it should be remembered: for the development of cognitive activity, the effectiveness of independent work, it is not the tasks themselves that play an important role, but the types of cognitive activity.

It is important to emphasize that each type of action has a special meaning in future professional activities. Therefore, the teacher is faced with the task of highlighting especially significant types of actions and defining tasks for the formation of these actions.

The forms and methods of enhancing the independent work of students in the process of teaching foreign languages are very diverse. The most interesting forms

are such events as Olympiads, scientific conferences, educational and practical conferences, role-playing and business games, etc.

The methodology for these forms of enhancing cognitive activity is sufficiently developed, but is largely determined by the traditions of the university, the experience of the team, the level of relations between teachers and students.

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