

К ВОПРОСУ ОБ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ В ИНСТИТУТЕ

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Аннотация. В данной статье разъясняется методика преподавания русского языка как неродного, проблема самостоятельной работы учащихся занимает особое место.

Ключевые слова. самостоятельная работа, понятия, результат, уровень развития, анализ, мотивационные, психологические процессы

TO THE QUESTION OF THE ORGANIZATION OF INDEPENDENT LEARNING ACTIVITIES IN INSTITUTE

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Annotation. In this article that is explained the methodology of teaching Russian as a non-native language, the problem of student's independent work who occupies a special place.

Key words. independent work, concepts, result, level of development, analyze, motivational, psychological processes

Recognize the importance of the need for independent work, scientists have not yet come to a unified definition of this concept.

According to psychologists, in order for students to be able to perform independent work with the best result, they must have an interest in it: a certain level of development of cognitive processes (attention, thinking, memory, imagination); sufficient stock of knowledge.

But in order for the work to be truly independent, the student must consciously and rationally organize it. This means, firstly, to understand the purpose of the work; secondly, to be able to analyze the conditions of this work and highlight the goals that

are important for achieving; thirdly, determine the sequence of actions; fourthly, to control the correctness of their actions, to make corrections.

Practice shows that not all students have the necessary measure of independence, which allows them to consciously and rationally organize their work, manage it. Many students are not ready for independent foreign language speech activity, including motivational, intellectual, linguistic, communicative readiness. Motivational readiness is determined by the interest in how much suggestions help students solve specific problems of communication in Russian.

Intellectual readiness implies a certain level of formed basic psychological processes (memory, attention, thinking, etc.). They are different for students of different age groups.

In order to perform independent work in the Russian language, students need a certain supply of lexical and grammatical material that allows them to build, correct sentences and texts - linguistic readiness.

The key to successful independent work in the study of the Russian language is communicative readiness, which refers to the ability to engage in communication. Independent learning activity first involves the comprehensive assistance of the teacher, and then, with the development of the student's independence, it is carried out without direct pedagogical guidance.

One of the promising ways of teaching independent work skills is the use of exercises that develop students' independence. The system of these exercises is built in accordance with the dynamics, the growth of independence.

The copying type of independent work involves the development of methods for analyzing and grouping educational material, for which exercises based on the text are used. Underline the main ideas of the text. Note the arguments. Pick up the key words from the text, to the predicated plan of the statement.

The reproducing type of independent work is characterized by the wide use of language and semantic transformation techniques, which are learned in the exercises. Transmit the content of the text from the perspective of people who have different

assessments of the facts described. Give an abbreviated (expanded) version of the message.

The creative type of independent work involves learning how to express one's own thoughts / Confirm (or refute) the provisions of the text related to the topic. Select material from other text sources on a similar topic. Argue your own point of view in a discussion on the topic.

The formation of independent work skills includes not only teaching the methods of educational work, but also the methods of self-control. At the initial stage of learning, there is no self-control and the teacher usually corrects the mistakes, accompanying the correction. At the next stage, when the individual components of self-control have been worked out, students independently correct their activities with a minimum of teacher intervention (indication of the control zone using a question). In the future, the teacher's intonation and facial expressions serve as a signal for self-control, correction for students.

Independent work can be carried out in the classroom and in the classroom. Independent classroom work has its own specifics, which is largely determined by the direct participation of the teacher in the student's foreign language activities.

In the classroom, the teacher teaches the skills of independent work with the language, manages the speech activity of students, exercises direct control over independent work on its process and result. Independent extracurricular work of students has its own characteristics that differ from classroom work. Unlike independent classroom work, where oral speech communication predominates, extracurricular activities are aimed at improving speech skills in reading and writing.

The list of used literatures.

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