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**THE ROLE OF INDEPENDENT WORK IN LEARNING A
FOREIGN LANGUAGE**

Annotation: The article is devoted to the importance of independent work and self-education of students in the process of learning foreign languages in the light of the increased role of language knowledge in modern society and the importance of teacher guidance in the process of self-development of students.

Keywords: self-development, communicative competence, independent work, motivation, practical activity.

Currently, modernization is directly related to the growing attention to teaching foreign languages. High-quality knowledge of a foreign language is an important characteristic for a specialist in any field. Knowledge of two or more foreign languages significantly increases both his prestige and qualifications.

There are more than 5,000 languages in the world, it is difficult to determine the exact number due to the lack of definition of individual language forms and types of language. The student still chooses one of the prestigious languages, realizing that in the future his career and material well-being will depend on the level of his knowledge of the language. But if it was possible to choose a language that you really want to study at university, then the degree of motivation for learning a foreign language would have more effective consequences.

According to numerous methods in the process of teaching a foreign language, theory and practice are impossible without the independent work of students. It can be said that independent work is the basis of the education process. The educational process contains tasks that should be performed by students independently, under the supervision of a teacher, but without his participation. Without the student's independent work on language learning, his

self-control and self-esteem, it is unlikely that he will turn out to be a highly qualified specialist capable of improving his knowledge of a foreign language in the future. In the process of independent work, the student must not only master the entire scope of the curriculum, but also acquire general and professional competencies.

The purpose of this article is to determine the role of independent work in learning a foreign language in higher educational institutions and to choose the most productive model of the system for organizing independent work. Summarizing all the available experience of teaching a foreign language, it is possible to identify the most effective forms of independent work of students. Independent work is divided into the actual independent work of students and independent work under the guidance of a teacher.

Independent work of students is preparation for current classes, independent study of a given material, homework, projects and abstracts, reports and essays, making notes outside the classroom. That is, the results of students' independent work should be fundamental knowledge, skills and abilities, as well as their own experience in creative and research activities.

We cannot "boast" of opportunities that would stimulate additional learning of a foreign language and arouse interest. The desire for additional knowledge is possible if students have rigid internal motivation and the ability to self-organize, which indicates the level of personality development of certain students. The teacher today has a unique opportunity to organize and motivate students of different levels. A student of any level should not only actively participate in the educational process, but also learn to be responsible for the quality of their knowledge. Undoubtedly, independent work has a huge potential, which is subject to research. And we need to uncover all the possibilities, logical, emotional and structural, which can contribute to the independent study of a foreign language.

The purpose of teaching a foreign language is to acquire students' communicative competence, which is associated with some difficulties that are influenced by certain factors: Teaching students of different language levels in the same group reduces the interest in language learning among less prepared students.

1. A regulated number of hours can negatively affect both external and internal motivation.

2. In addition to external motivation, it is necessary to have internal motivation.

3. The right balance between working in the classroom and independent work.

4. Correct, methodically supported organization of work, both in the classroom and outside it.

5. Methodical instructions, hints, links for correcting the work of students.

6. Control and evaluation of independent work performed by the student.

We must not forget that students' abilities are different and depend on the psychological characteristics of the individual, therefore their attitude to self-development and creative work is ambiguous. Motivation for creativity can serve as a desire to test your capabilities and realize yourself. It is also necessary to take into account that the knowledge that a student receives independently, overcoming any difficulties, is assimilated by him better than if he would have received it in the classroom from a teacher. Moreover, the activity caused by independent work is individual for each student. After all, the sources of information used by students depend on their capabilities and requirements. It should be noted that independent work on mastering a foreign language requires students to constantly improve their reading, writing and speaking skills. The development of skills already depends on the student's desire to improve, on the quality of his self-development. According to the quality of students' self-development, they can be divided into five levels - primary, low, medium,

sufficient and high levels. The initial level of self-development is typical for students who have not yet decided on the need for creative development. A low level of self-development is most often distinguished by students who do not have a stable attitude to personal self-development. They have a negative attitude to the need for constant work on their improvement and solving related problems. They are satisfied with the low quality of knowledge.

Students with an average level of self-development are distinguished by some interest in the development of their personality, participating with pleasure in both educational and creative processes. This group of students needs the help of a teacher to generate interest and motivation for self-improvement. Students with a sufficient level of self-development have a conscious attitude to creative development. Such students are distinguished by their active activity in learning a foreign language, they do not need to be agitated to study independently, but they lack organization. Therefore, guidance is required from the teacher.

Based on the analysis of works on various approaches to teaching students, it is possible to create a strategy for improving the student's personality based on teaching a foreign language. To implement the strategy, it is necessary: the student's desire for the quality of knowledge, obtaining the highest score as a result; regular work on himself in order to improve; self-control; obtaining information from various sources, including electronic; possession of encyclopedic knowledge; striving for creative activity and independence.

It turns out that the main task of the teacher in terms of independent training is to teach the student how to study properly. A foreign language teacher should be proficient in both languages and have a good knowledge of grammar, syntax and other aspects necessary for teaching a foreign language in order not only to show the similarities and differences between the two languages, but to interest students in a more in-depth study of it.

The teacher is obliged to continuously develop himself, studying and mastering modern methods of teaching a foreign language and sharing the

knowledge gained with colleagues. It is believed that independent work of students on language acquisition is impossible without the use of active teaching methods. These methods include: writing an essay, designing, using audio and video materials. As well as specialized Internet sites, annotation, reviewing and abstracting. Group work, organization of Olympiads, organization of language clubs and student scientific societies are of great importance. The conclusion suggests that the process of self-education, which is based on the use of innovative technologies, significantly motivates students to complete tasks, activating independent work of students.

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