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FORMS AND METHODS IN MODERN APPROACHES TO STUDENT SELF LEARNING

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Annotation: In the credit-modular system of teaching students' independent work is nothing but a form of organization of educational activities and a means of forming independence and activity of the individual, the ability to set and solve theoretical and practical problems. It is the activity and independence of the student contribute to the readiness of the individual for further self-study.

Key words: teacher, learning and teaching, independent work, credit-module, foreign language.

Forms of training are divided into classroom and extracurricular activities. But, in particular, the credit-module system of education spends more time on extracurricular educational activities of students, namely: independent learning activities without the participation of the teacher. Independent learning activities also take place in classroom learning activities, although it takes place under the guidance of a teacher.

All these forms of education include independent work of students under the guidance of the teacher, the purpose of which is to consolidate the knowledge, skills and abilities acquired in lectures. It contributes to a more thorough assimilation of sufficiently available material and additional information and creative work.

Each form of organization of training is associated with the necessary teaching methods. Forms of learning and methods are closely related, but there is a difference. Thus, the forms of education reflect the organizational side of the educational process, and the methods - procedural, methodical.

Teaching methods are a system of purposeful actions of the teacher, which: organize the cognitive and practical activities of students; direct students to the acquisition of knowledge and the formation of the necessary skills, abilities and

general development; encourage students to acquire the necessary knowledge, skills, physical, mental and moral development and the development of emotional and volitional sphere, thinking, attention, memory, etc.

We have considered classroom forms and methods of work (lectures, practical (seminar, laboratory) classes, consultations, control measures). And now let's focus on extracurricular independent work. These are lectures presented on audio and video cassettes, CDs, electronic versions of lectures posted on Internet sites. Educational computer programs are actively used, including hypertext, multimedia, intellectual, etc., which allow to study in two modes - information-reference and control-training. There are such forms of independent work as individual research work (publications, participation in conferences, competitions and other competitions) and work in educational and methodical offices, laboratories in extracurricular time, work in information networks and processing of additional literature (the latter occurs without guidance teacher).

One of the methods of organizing independent work of students in extracurricular time can be carried out using the tasks of complexes related to the main sections of the program. Tasks issued for the school year are logically interrelated. Thus, each thematic complex can consist of 5-6 tasks, for example: to make a reference scheme or fill in a reference table; answer self-test questions; solve situational problems and exercises. A list of recommended reading is attached to the tasks.

Independent work of students is one of the components of the educational process, and therefore, like all its components, is a system of organizational and didactic activities aimed at training in areas and specialties of specialists of relevant educational and educational levels.

Independent work with the implementation of the educational task covers three stages.

1. Preparing the student to perform the task, theoretical, psychological, organizational and methodological and logistical support of independent work.

The theoretical readiness of the student is manifested in his intellectual training, ie in the ability to apply their knowledge to perform the task.

Practical training is the ability to optimally plan independent work, skillfully use lecture notes, textbooks, manuals, computer, mental operations (analysis, synthesis, comparison, generalization, classification, etc.).

The psychological readiness of the student presupposes first of all that he has motives to perform a specific task. In order for the task set before the student to become the motive of his mental, practical activity, it must be perceived by him. The internal perception of the task begins with the actualization of the motive that motivates the student to perform the task, and in accordance with the organization of their independent work.

The success of the preparatory stage depends on the organizational, methodological, logistical support of the student's independent work (provision of literature, guidelines, visual aids, information and computer base, etc.).

2. Direct implementation of the educational task. This is the most important and most responsible stage of the student's independent work. Since the educational task often appears in the educational and cognitive form, in the process of its implementation involved all mental processes that provide cognitive activity: sensation, perception, imagination, memory, thinking, attention and others. The effectiveness of the task is influenced by such personal qualities of the student as purposefulness, persistence, responsibility, etc.

3. Analysis of the completed task. Is the final stage of the work done. During the analysis the student evaluates (by the method of self-control, sometimes mutual control) the quality and time of the task, the effectiveness of the methods and tools used in the process of independent work.

Many students encounter difficulties in completing written homework (solving problems in mathematics, statistics, economic and mathematical modeling, preparation of abstracts, tests and term papers). Written work is performed primarily

so that the teacher can assess the degree of mastery of the student's course, the level of formation of his skills and abilities to use theory in solving practical problems.

The effectiveness of the student's independent work is greatly influenced by the teacher's guidance, which includes:

- planning of independent work of students;
- formation of their needs and motives for active, creative independent work;
- teaching students the basics of independent work;
- control over the implementation of educational tasks.

The formation of students' needs and motives for active independent work is due to the motivation (order, strict requirement) of the teacher. This method is not effective, any activity that arouses a person's professional interest is unproductive. A much more effective way of forming students' needs and motives for independent work is the development of cognitive interest in the subject being studied, the process of mastering it. The activity, which is based on a deep interest not only in the result, but also in its procedural components, is the most productive, because it is from it that a person has the greatest satisfaction. In this case, the student will find time for the subject that he liked. It is clear that to arouse interest in the discipline, its content should be a teacher.

Independent work contributes to the formation of students' intellectual qualities necessary for a future specialist. It educates students in stable skills of constant replenishment of their knowledge, self-education, promotes the development of diligence, organization and initiative, tests his strength, tests the will, discipline, and so on.

Independent work of students is an important component in the training of a qualified specialist, competitive in the labor market, capable of competent professional activity at the level of world standards.

Thus, the idea that the independent work of the individual should be the basis of education and upbringing, expressed by all progressive teachers, both past and present. Without the use of independent work, which activates educational activities, there can be no successful acquisition of knowledge.

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