

UDC: 378.1

**THE CONCEPT, FUNCTIONS AND TYPES OF INDEPENDENT WORK
OF STUDENTS IN GERMAN LANGUAGE LESSONS**

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Abstract: We live in the age of information technology, when it is difficult to imagine a person without access to a computer and Internet. In this regard, a new stage begins in teaching a foreign language, associated primarily with the use of information and communication technologies in the organization of the educational process. The use of these technologies opens up more and more opportunities for the teacher in organizing students' independent work. The traditional approach, which until recently was the basis of teaching a foreign language, is gradually being replaced by an informational one, based on the use of a computer and other multimedia tools.

Key words: information and communication technology, foreign language, approach, students, Internet.

The organization of independent work with the use of information technology is closely related to the use of Internet resources, which carry a huge flow of information. The key to the success of a good mastery of a foreign language is a methodologically well-structured work of students with Internet resources, the result of which is the formation of the ability to independently replenish knowledge, search and navigate the flow of information.

Teachers in foreign language lessons actively use the web-quest technology - the most complex type of educational Internet resources. In recent years, interest in this technology has grown rapidly and continues to grow. The use of various web-quests in organizing students' independent activities allows them to diversify the educational process, make it interesting and more attractive, and also helps to identify and develop the creative abilities of students, regardless of what stage of

education they are at. The above advantages of introducing web quest technology into the process of teaching a foreign language determined the choice of the topic of this work, the relevance of which is expressed in:

- 1) growing requirements for the quality of foreign language proficiency;
- 2) the need to improve the technology of teaching a foreign language;
- 3) active use of information and communication technologies in foreign language lessons.

Organization of students' independent work is an obligatory part of the process of teaching foreign languages. In recent years, more and more attention has been paid to this type of activity, since in a modern, constantly changing society, it is not enough for a person to have a certain amount of knowledge. The student must independently replenish knowledge and engage in self-education. Independent work plays an important role in the practical mastery of the language, the development of general educational skills, the creation of favorable conditions for the further study of a foreign language in the process of lifelong education.

There are several definitions of the concept of independent work. R.K. Minyar-Beloruhev, an outstanding Soviet translator and teacher, considered independent work as a form of teaching, involving the individual work of a student in accordance with the teacher's attitude or assignments given in the textbook [1]. Independent work is an occupation that requires a student to be active in thought, initiative and application of previously acquired knowledge in practice. Based on the above definitions, we can conclude that teachers have different approaches to the problem of defining independent work and have their own views on this type of activity.

Independent work as a form of organizing the educational activities of students has a number of functions. Among the main functions are the following: teaching, educating, developing, motivational and stimulating and organizational and technical.

The teaching function of independent work consists in the formation of students' skills and abilities of foreign language speech activity. For this, the practical activities of students should be organized in such a way that they have to show an increasing degree of independence. Such an increase in independence is ensured by the fulfillment of independent tasks of various types, which are based on a decrease in reliance on given means and models for actions by analogy.

The motivational and stimulating function of independent work occupies an important place, since it is expressed in instilling in schoolchildren interest and love for the subject. It is very important that the teacher appropriately selects assignments for independent work and includes them in the learning process, since only under this condition can one count on its positive influence in maintaining a cognitive interest in a foreign language.

The organizational and technical function consists in the formation of students' ability to learn, thanks to which the student plans, carries out his activities, that is, outlines its sequence, stages, chooses the most effective methods of accomplishing a given [2]. It is important to master the techniques of teaching from the first years of studying a foreign language in order to avoid difficulties in independent work at subsequent stages.

Thus, having analyzed the functions of independent work, we can conclude that the organization of independent work in foreign language lessons contributes to the formation and development of:

- 1) foreign language skills and abilities;
- 2) mental processes - memory, attention, thinking, - necessary for the implementation of foreign language speech activity;
- 3) interest in studying the subject;
- 4) general educational skills;
- 5) fostering independence and no less valuable character traits.

Independent work takes a significant place in teaching a foreign language. The success of students largely depends on how the independent work is organized. For a student to be able to work independently, he needs to be taught this. To achieve this goal, the teacher must master the methods of organizing independent work. The leading functions of the teacher in this process are communicative, teaching and organizing. For the successful solution of educational and cognitive tasks, students need high motivation, clear goal setting, the existence of guidelines or the ability to independently search for solutions. The organization of control plays an important role.

The generally accepted classification of types of independent work is based on the ratio of reproductive and creative types of activity. On the basis of this, training, reconstructive and creative tasks are distinguished. Let us analyze the essence and conditions of organizing different types of independent work in relation to a foreign language.

An important component in organizing independent work with the use of information technologies is the use of Internet resources. The global Internet creates all the necessary conditions for obtaining any information necessary for students and teachers: regional geographic material, articles from newspapers and magazines, the necessary literature. Using the Internet, students develop research skills, as well as the ability to work with information, develop speech-thinking activity, outlook and emotional-sensual sphere through animation and music screensavers, photographs and pictures.

So, having studied and analyzed the specifics of organizing independent work in a foreign language lesson, we can conclude that information and communication technologies have taken a firm place in the process of teaching a foreign language. As practice shows, they have a sufficient number of advantages over traditional teaching methods. These include the intensification of students' independent work, an increase in cognitive activity and the individualization of learning.

The practical use of information technology is a type of cognitive activity of students, the result of which is the formation of skills to independently replenish knowledge, search and navigate the flow of information. However, the use of information technologies does not completely exclude traditional teaching methods, but is harmoniously combined with them at all stages of training. Despite the advantages of information technology, the teacher is still the leading figure in the lesson, for whom the use of these technologies is one of the most effective ways to organize the educational process.

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