

THE ROLE OF INDEPENDENT LEARNING ACTIVITIES IN THE PROCESS OF STUDYING A FOREIGN LANGUAGE AND STRATEGIES FOR ITS ACTIVATION FOR STUDENTS AT NON-LINGUISTIC UNIVERSITIES

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Abstract: *The article is devoted to the problem of independent work in learning a foreign language by students of non-linguistic areas of training, the central element of which is their need for self-development. Independence is considered as a necessary condition for enhancing the cognitive and developmental processes of preparing students for professional activities.*

Keywords: *competitiveness and mobility of future specialists, self-education, skills and abilities, educational and cognitive motivation.*

Introduction:

The current stage of development of society is characterized by global changes occurring in various spheres of social reality. This trend is especially evident in the field of higher professional education, which is responsible for ensuring the competitiveness and mobility of future specialists in the international labor market. Uzbekistan's entry into the Bologna process, which involves the integration of educational systems of European countries, not only opened up new professional prospects and opportunities for graduates of universities in Uzbekistan, but also made significant adjustments to the list of requirements for the level of their professional training. education. Thus, in accordance with the requirements of most international and domestic social and professional educational organizations, programs at non-linguistic universities must include a serious humanitarian component, in which special attention should be paid to the language training of modern engineers. In other words, the academic discipline "Foreign Language" should move from the section of additional academic subjects to the section of core subjects [6,252].

In the process of studying a foreign language, students of non-linguistic universities must not only acquire the skills of reading and translating foreign language texts in their specialty, as was the case before, but also be prepared to implement full-fledged intercultural communication in the field of their professional activities, which, in turn, requires completely a different approach to organizing the educational process of studying a foreign language in a non-linguistic university.

In conditions of constant increase and updating of information and limited educational time, the traditional approach to transferring knowledge from a teacher to students in a ready-made form is not effective, since as a result of such training, students

lose the ability to think independently, analyze and search for new information, and their motivation for further self-education decreases [10].

In addition, methodologists emphasize that it is knowledge acquired independently, even by overcoming difficulties, that is absorbed more firmly than knowledge acquired in ready-made form. During independent work, each student comes into direct contact with the material being studied, concentrates his attention on it, and mobilizes all his emotional, intellectual and volitional reserves. This is especially acute in the field of studying foreign languages, where a positive learning outcome depends decisively on the effectiveness of students' independent learning activities, and this determines the relevance of the topic of our research.

Main part:

As we know, learning a foreign language is associated with the development of phonetic, lexical, spelling, grammatical and other language skills in students, based on which listening, speaking, reading and writing skills develop and improve. Skills are developed only through the systematic implementation of certain actions with educational material, which allow the students to listen, pronounce, read and write repeatedly in the target language. This fact once again confirms the importance and necessity of independent work in the process of learning a foreign language, which must be competently organized by the teacher.

In teaching methods, it is customary to distinguish 3 main levels of independent work: reproducing (copying), semi-creative, creative.

The reproducing level of independent work (reading after a speaker, independently completing tasks according to a model, etc.) is basic and plays a very important role in the process of teaching a foreign language, since it is with its help that the phonetic-lexical-grammatical base is formed [7]. In our opinion, it is most appropriate to use this level of independent work at the initial stage of training, when students first begin to learn a particular foreign language. The semi-creative level of independent work consists of transferring previously acquired knowledge, skills and abilities to other, but similar in form, learning situations (independent formulation of statements on a given topic, completing tasks without a sample, etc.). This level of independent work requires students to have greater mental activity and a language base already formed to a certain extent. Finally, the creative level of independent work is associated with the formation of skills and abilities to search independently for solutions to more complex communication problems (independent individual or group preparation of messages on a chosen topic, expressing one's own opinion on the problem under discussion, etc.). In our opinion, this level of independent work is the most promising and interesting option in the process of teaching a foreign language to students of non-linguistic universities[8]. Organizing independent learning activities at a creative level not only allows the teachers to intensify the mental activity of students, but also significantly increase

internal motivation for learning a foreign language, since in this case the teacher can easily take into account the individual characteristics and needs of each student.

An analysis of the experience of independent educational activities of students of non-linguistic universities in a foreign language gives grounds to assert that there are serious shortcomings in the organization of independent work, and in some cases, such work is not carried out at all or is of an unorganized, spontaneous nature.

Therefore, further we would like to dwell separately on the conditions that ensure the effectiveness of students' independent learning activities. The first and, in our mind, fundamental condition for the effectiveness of independent work is to ensure the correct combination of volumes of classroom and independent work of students. Taking into account the specifics of the academic subject "Foreign Language", it is necessary to maintain approximately the same time schedule and not allow a large reduction in teaching time. If for some reason the amount of classroom time is reduced, then the amount of time allocated for independent work in this discipline should certainly increase [27, 1637].

Reducing study time leads to the loss of previously acquired skills and abilities, and not to their further development. In addition, it is very important to convey to students the need for a systematic, so-called "portioned" nature of their independent learning activities. The peculiarity of the educational process of learning a foreign language is that a positive learning result can be achieved only if the student is engaged in this type of activity every day for 25-30 minutes, and does not complete all the tasks at once, immediately before the lesson. It is the "portioned" approach to the implementation of independent learning activities that prevents the forgetting of previously covered material and has a beneficial effect on the formation and development of skills and abilities of speech-thinking activity [14, 85].

The next important condition for the effectiveness of students' independent work is its methodologically rational organization, including the use of new information technologies. It is very important in the process of independent work to change the traditionally established relationship between the student and the teacher, namely: from the active position of the teacher and the student led by him in the first year towards the teacher occupying the position of an observer and an active independent thinking and decision-making student in the senior years of study. At the same time, the student must clearly imagine and understand the goals and objectives of the work he is performing, the requirements for the result and the evaluation criteria. Depending on the nature of the educational material, the type of activity that independent work is aimed at developing, as well as the individual psychological characteristics of students, the teacher should use various forms of organizing students' independent learning activities: individual, pair and group.

Combining various organizational forms allows students not only to develop the necessary communication skills, but also to develop the ability for teamwork, as well as

a sense of responsibility for decisions made. As an important condition for the effectiveness of students' independent work in the process of learning a foreign language, we also want to note the implementation of an interdisciplinary approach that allows the integration of professional and language training of students [1, 80]. The project method is of great interest in this regard. The project methodology allows the teachers to combine independent individual work with group work, as well as use foreign language speech activity with other types of activity (labor, creative, mental, etc.). And finally, one cannot fail to note another very important condition for the effectiveness of students' independent learning activities - providing students with the necessary teaching materials and information resources. Unfortunately, in most foreign language, teaching materials there are no assignment options that allow students to individualize their independent work depending on the level of their language training and individual abilities, and the means of self-control are not sufficiently represented [21,15].

Most often, when performing a task on their own, students do not understand the meaning of its implementation and the goals being pursued. Many tasks intended for independent work may simply not be related to each other or the material of previous classes, and accordingly, the benefit from their completion is sharply reduced. As an alternative, we are considering the transition to modern authentic and domestic electronic publications that meet the requirements for organizing classroom and extracurricular activities of students studying a foreign language in non-linguistic universities.

Conclusion:

Thus, in the process of our research, we concluded that independent work plays an important role in the process of teaching students a foreign language, and its effectiveness depends on a number of conditions, the observance of which contributes to the formation of stable educational and cognitive motivation in students for further self-education.

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