

INDEPENDENT WORK OF STUDENTS

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Abstract: This article discusses the issues of organizing independent work of students in mastering a foreign language, the tasks to be solved in this case, as well as the criteria for its conduct and control. Special attention is paid to the specifics of an individual approach in the organization of this type of activity. The thesis on the status of independent work of students in modern higher education as one of the main forms of organization of educational activities is structurally substantiated. The main reasons for increasing the effectiveness of independent work of students are highlighted. The goals, structure and content of modern models of organization of independent work of students are revealed and justified. The article can be used to organize independent work of students at the university and in courses on the theory and methodology of vocational education.

Keywords: independent work of students, learning effectiveness, reflection, self-control, individual approach.

Аннотация: В данной статье рассматриваются вопросы организации самостоятельной работы студентов при овладении иностранным языком, решаемые при этом задачи, а также указаны критерии ее проведения и контроля. Особое внимание уделяется специфике индивидуального подхода при организации данного вида деятельности. Структурно обосновывается тезис о статусе самостоятельной работы студентов в современной высшей школе как одной из основных форм организации учебной деятельности. Выделены основные причины повышения эффективности самостоятельной работы студентов. Раскрыты и обоснованы цели, структура и содержание современных моделей организации самостоятельной работы студентов. Статья может быть использована для организации самостоятельной работы студентов в вузе и в курсах по теории и методике профессионального образования.

Ключевые слова: самостоятельная работа студентов, эффективность обучения, рефлексия, самоконтроль, индивидуальный подход.

The purpose of higher professional education is the formation of a creative personality of a specialist capable of self-development, self-education, entrepreneurial and innovative activities. Independent work plays an important role in achieving this goal. The main task of students' independent work is to master fundamental knowledge, professional skills, and experience in creative and research activities.

Independent work (hereinafter referred to as SRS) acts as a form, method, means and condition for the development of cognitive activity of a future specialist. Its main tasks are realized through the organization of educational and research activities of students, carried out during

extracurricular time according to the assignment and with the methodological guidance of the teacher, but without his direct participation.

An integral part of the process of teaching a foreign language in a non-linguistic university is the independent work of students (SRS). It organically fits into the system of extracurricular and classroom activities, implements their close relationship, activates the creative abilities of students, and also instills skills of step-by-step work on various educational materials.

According to L.D. Efanova, any educational process includes two key points: manageability and independence, which are inextricably linked. It is the presence of this dual unity that ensures developing learning with a gradual transition from control over the work process of students to their self-management. With this approach, the student's personality undergoes quite qualitative changes, which ultimately leads to the maximum possible independence within the framework of this activity.

According to I.A. Zimnaya, truly independent work can arise only based on an "information vacuum", i.e. when a student has a need to learn and assimilate something new, useful and necessary for himself. This need is directly triggered by the overall learning process at a higher education institution.

With this approach, independent work is an internally motivated, purposeful, structured activity by the student himself, satisfying the hunger for self-knowledge and self-improvement, which requires self-discipline, reflexivity and personal responsibility.

However, now there is no single definition of the concept of "independent work". According to scientists, the term "independent work" includes homework, tests, and reading media in a foreign language(s), as well as texts on the specialty. This also includes watching feature films in English with their subsequent discussion, etc.

Since when teaching a foreign language in a non-linguistic university, a significant amount of time is devoted to the independent work of students, the organization of the SRS itself should be well thought out and provided from a methodological point of view. The main goal is to consolidate, deepen, and improve the acquired skills, knowledge, and abilities, that is, students achieve the appropriate level of foreign language competence over the entire period of study at the university. In order to achieve this goal, the SRS must be continuous and systematic.

When organizing students' independent work in a foreign language, it is necessary to distinguish several types of it:

- a) by location: classroom and extracurricular;
- b) by type of leadership: under the supervision of the teacher, or without his direct participation;
- c) by type of activity: reproductive, partly exploratory and creative.

The specifics of independent classroom work are characterized by the teacher's direct participation in students' foreign language activities. In the classroom, he teaches the skills of independent work on the language, exercises direct control over independent work, its process and result, as well as manages the speech activity of students.

Extracurricular SRS involves indirect management, the dominance of individual approaches to the organization of classes, as well as the use of self-monitoring tools.

The main purpose of the junior courses is the formation of skills and abilities to apply the acquired knowledge in practice. Here, students' independent work is mainly of a reproductive nature. When performing this type of independent work, cognitive independence is completely within the framework of reproducing activities aimed at mastering algorithms, constructions, as well as mastering techniques for performing various actions. An example of this type of work may be completing a task written on special cards, on a blackboard, or in a textbook.

With this approach, the concepts studied are assimilated not only at the level of reproduction, but also at the level of recognition in elementary, standard situations and are consolidated through repeated repetition.

Performing so-called reproductive independent work is an integral stage on the way to developing the skills to solve increasingly complex tasks. In this case, the teacher organizes and manages independent work, providing students with suitable educational and methodological literature, and evaluates the results.

When performing partially exploratory types of independent work, there is a constant repetition of the concepts being studied and their application in similar conditions, or in slightly different ones from those in which they were formed under the guidance and supervision of a teacher.

As a result, such qualities of cognitive activity as awareness, generalization and concreteness develop, which, in turn, prepares students for the next stage of performing creative types of independent work. Examples include translating texts, solving communicative and cognitive tasks, homework assignments, etc. At the same time, students acquire some of their knowledge on their own, and the search for any new knowledge is organized by the teacher using a variety of means.

The nature and quality of the student's independent work, the ideological, methodological and methodological approaches to its understanding by students themselves depend to a certain extent on each teacher and the department as a whole. Therefore, consideration of students' independent work should be carried out in the context of clarifying the role of the teacher and departments in its organization and implementation. The teacher should not dominate and impose his point of view on the student. His role should be to provide recommendations, answers to questions that students may have in the course of independent work, and control the timing and quality of individual assignments.

The student should also have a clear understanding of what help the department (teacher) can provide him with in independent work, how This is how this work is monitored and reported on. The student must clearly understand what he needs to do and how to do it in a systematic, almost daily, independent search for knowledge.

In the higher courses, the SRS of non-linguistic universities should help to unleash their creative potential. It is known that creative activity stimulates cognitive activity, lays the foundation for the development of analytical skills, which, in turn, increases the effectiveness of

learning. As a result, the student has the opportunity to independently study a specific problem, present the material he has studied himself, as well as formulate his own point of view. An example of such work may be writing a course project, script, etc. It should be noted that assignments for this type of independent work should be interesting and aimed at a future specialty. In this case, the teacher's role will be indirect: he can act as a consultant, give detailed recommendations on the technique of preparing, performing and providing work, and point to the main sources of information.

Since each student has his own learning style, namely, the pace of learning activities, different types of memory, attention and thinking, it is necessary to take into account all these aspects in order to organize their independent work in a foreign language so that learning takes place most effectively. Therefore, it is necessary to create optimal conditions for independent work, focusing on each student individually, which, in turn, will help to increase creativity and activity in any kind of independent activity.

Since the classroom SRS of non-linguistic universities is conducted in groups, for maximum ease of mastering the educational material, the teacher needs to take into account these individual characteristics of the trainees. As you know, visual artists perceive material better in written form, presented schematically, they read a lot, they cope better with written assignments and control papers. It is much easier for them to write a statement than to retell the text.

Students with an auditory information perception channel are better at listening to texts recorded on a tape recorder rather than printed in a book. They willingly retell what they have heard, act out dialogues, and participate in discussions.

Kinesthetic, on the other hand, learn foreign language material much more easily if it is written on cards. It is not difficult for them to repeatedly write an unfamiliar word, bringing this action to automatism. They are happy to go out to the middle of the class, taking part in playing out all sorts of skits on the material they are studying.

Considering the above factors, they can be used in two ways to perform extracurricular independent work:

1. The teacher allows the student to choose and use the most convenient and acceptable method of learning the material for him personally;
2. When writing homework for independent work, the teacher uses different methods of presentation of the same foreign language material.

The individual approach is also reflected in the system of effective techniques for mastering and consolidating the facts of the language and linguistic culture being studied, as well as in the organization and use of various situations of independent speech practice.

What does independent work psychologically mean for the student himself? First, it must be understood as a free choice and internally motivated activity. It involves the student performing a whole range of actions included in it: awareness of the goal, acceptance of the learning task, giving it meaning, subordination to other forms of employment, self-organization in time allocation, self-control, etc. According to Z. Abasov, it is the mechanism of transition

from external management of independent work to self-management, rather than an increase in the proportion of independent work, that determines the productivity of the SRS.

It goes without saying that one of the driving reasons that stimulate the performance of independent work is their regular review, because otherwise a stable stereotype of the lack of control of this type of activity may form. Therefore, great importance is attached to the teacher's verification, as well as self-verification of the results of their work. This can be done using an appropriate verification model. After that, the work can be evaluated by the teacher or the students themselves discuss its results with each other. Individual verification can be carried out mainly based on a conversation on a particular topic with the relevant group of students, as well as with the help of abstracts, reports, etc.

However, there are also problems of monitoring and evaluating the results of students' independent work. Such a situation in the practice of higher education is not accidental, since in modern pedagogical science insufficient attention is paid to the issues of identifying and substantiating relevant models of organizing students' independent work. Certain aspects of the organization of the SRS in recent years have been the subject of only a small number of studies. In addition, as a result, there is a lack of scientifically sound recommendations to higher schoolteachers on the most effective organization of students' independent work.

In conclusion, it should be noted that a well-designed, well-managed and properly controlled SRS significantly increases motivation and stimulates students' creative activity, which ultimately leads to an increase in the effectiveness of the educational process.

Students' independent work is carried out in all types of educational process: during the assimilation of lecture material, during the study of educational and scientific literature, preparation for seminars, theoretical conferences, exams and tests.

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