

Communicative and Strategic Approaches for Organizing of Independent Work of Students in English Language Lessons

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Abstract: The demand of the time is to expand the field of independent activity of schoolchildren in the educational environment. Educational standards of the new generation emphasize the need to introduce independent work into the educational process, which, in turn, is one of the most important components of the upbringing and educational process. The purpose of the article is to characterize the features of the organization of independent work of students in the process of teaching a foreign language. The leading approach is system-activity. The article describes the role and place of independent work in the process of teaching foreign languages; the structure of the organization of independent work of students in the process of teaching a productive type of foreign language speech activity (monologic utterance) is considered. An attempt is made to methodically substantiate the ways of implementing the introduction of independent work into educational activities. The scope of the results is the organization of independent work in the process of teaching foreign languages.

Keywords: learning process, self-educational competence, independent work, self-control, self-assessment.

Introduction.

The requirements of employers for a modern specialist, as well as Educational Standards of Secondary Vocational Education, are focused primarily on the ability to work independently and a creative approach to the specialty. The professional growth of a specialist depends on the ability to take the initiative, solve a non-standard problem, and on the ability to plan and predict independent actions. In addition, international foreign language communication is becoming an essential component of the professional activities of SVE graduates. Thus, it is necessary to lay the foundation for students to speak a foreign language for the purpose of oral and written professional communication. The strategic direction of improving the quality of education in these conditions is the optimization of the system for managing the educational work of students, including their independent work.

Main part.

We assume that the development of independent work skills in mastering a foreign language when teaching the monologue side of speaking is achieved only with its phased organization, when the student himself gradually masters the techniques of independent learning activities. In most cases, independent work is associated mainly with reading exercises, language exercises, in practice there are few communicative tasks for independent work. However, the issue of using independent work in teaching productive types of foreign language speech activity has not been sufficiently studied in

the methodological literature. There is a contradiction between teaching a foreign language at school, which, as a rule, takes place using the frontal form of work in the classroom, and the need to intensify the independent work of students. The foregoing contradiction determined the relevance of the article and made it possible to formulate its problem: what are the methodological foundations and practical ways to implement the organization of independent work when teaching a monologue.

Most modern studies emphasize that the vocational education system is designed to teach students to learn how to replenish their knowledge throughout their lives [2]. Independent work as a form of educational activity, according to the requirements of Educational Standards of secondary vocational education, is an essential element of the educational process.

In this regard, one of the main tasks of the educational process today is to teach students to work independently. To teach to learn means to develop the abilities and needs for independent creativity, daily and systematic work on textbooks, teaching aids, periodicals, etc., and active participation in scientific work.

Independent work is carried out with the aim of:

- ✓ systematization and consolidation of the received theoretical knowledge and practical skills of students;
- ✓ deepening and expanding theoretical knowledge;
- ✓ formation of skills to use normative, legal, reference documentation and special literature;
- ✓ development of cognitive abilities and activity of students: creative initiative, independence, responsibility, organization;
- ✓ formation of independent thinking, abilities for self-development, improvement and self-organization;
- ✓ formation of general and professional competencies;
- ✓ development of research skills [1].

In the educational process of an educational institution, two types of independent work are distinguished: classroom independent work on the discipline (performed in the classroom, under the direct supervision of the teacher and on his instructions) and extracurricular independent work on the discipline (performed on the instructions of the teacher, but without his direct participation). Classroom independent work of students organized by the teacher is under the control of the teacher, involves the issuance of group or individual assignments to students and their independent implementation by students under the methodological and organizational guidance of the teacher.

In a foreign language class at a medical college, we use both classical, traditional types of independent work (training exercises, tests, tests, etc.), and modern ones, for example, a group form of organizing students (completing cases, creating posters and their presentation). Our work is also aimed at creating effective means of stimulating and positively motivating the student, therefore, in foreign language classes, we use the “Assessment Sheet”, in which the student independently evaluates his progress using answer standards and has the opportunity to control his assessment during the lesson [3].

Extracurricular independent work is the planned educational, educational and research work of students, performed outside the classroom on the instructions and with the methodological guidance of the teacher, but without his direct participation. The purpose of extracurricular independent work is to master fundamental knowledge, professional skills and abilities in the

discipline under study, to consolidate and systematize knowledge, to form skills and abilities and to master the experience of creative activity. This type of independent work contributes to the development of independence, responsibility and organization, a creative approach to solving problems at the educational and professional levels.

The content of independent extracurricular work is determined in accordance with the recommended types of tasks according to the work program of the academic discipline. Types of tasks for extracurricular independent work, their content and nature can be variable and differentiated, take into account the specifics of the future profession, this discipline and the individual characteristics of students.

The following types and forms of extracurricular independent work are applicable to the discipline "Foreign language" in the system of secondary vocational education: work with a dictionary, reference book; search for necessary information on the Internet; compilation and development of a dictionary (glossary), crossword; drawing up or filling out tables; listening to educational audio recordings, watching video material; preparation for various forms of intermediate certification (for testing, tests, tests); doing housework; performance of creative tasks, creation of presentations; preparation of an oral presentation for presentation in class; writing an essay and preparing for its presentation in class; preparation for participation in a business game, competition, creative competition; preparation for the presentation at the conference.

Conclusion.

The organization of classroom and extracurricular activities is an important component of the modern pedagogical process and allows mobilizing students for creative activities. Teaching students the skills of this type of activity begins from the first year, while the student's independent work is aimed not only at achieving educational goals - acquiring relevant competencies, but also at forming an independent life position as a personal characteristic of a future specialist, increasing his cognitive, social and professional mobility, shaping his active and responsible attitude to life. Thus, independent work is the path to a professional career that forms the professional independence and mobility of graduates, and the task of college teachers is to organize it correctly.

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