

## IMPROVING THE METHODOLOGY AND TECHNOLOGY OF INDEPENDENCE STUDY IN FOREIGN LANGUAGE TEACHING TO STUDENTS

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### Abstract

The success of learning significantly depends on the conditions that the teacher provides for students to learn actively and independently. Consequently, conditions must be created under which it would be possible for students to play an active role in the learning process, systematic exercise in independently acquiring knowledge and in systematically applying it. The relevance of this topic is that in recent years there has been a noticeable increase in interest in students' independent work. The role of independent work in the educational process has increased, and the methodology and didactic means of their effective organization have become clearer. The purpose of the article is to study the issue of organizing independent work in foreign language lessons in theory and practice.

**Keywords:** prosperity, practice, scholasticism, dogmatism, rote learning, independence, educational process, psychological processes, training.

The fundamental requirement of society for a modern institute is the formation of an individual who would be able to independently creatively solve scientific, industrial, social problems, think critically, develop and defend their point of view, their beliefs, systematically and continuously replenish and update their knowledge through self-education, improve skills, creatively apply them in reality [1].

One of the most accessible and practice-tested ways to increase the effectiveness of knowledge and activate students in the classroom is the appropriate organization of independent educational work. It occupies an exceptional place in the modern lesson, because the student acquires knowledge only in the process of personal independent learning activity.

Advanced teachers have always believed that in the classroom students should work as independently as possible, and the teacher should guide this independent work and provide material for it. Experts in this field emphasized that it is important to give students a method, a guiding thread for organizing the acquisition of knowledge, and this means equipping them with the skills and abilities of the scientific organization of mental work, i.e. the ability to set a goal, choose the means to achieve it, and plan work over time. To form a holistic and harmonious personality, it is necessary to systematically include it in independent activity,

which in the process of a special type of educational tasks - independent work - acquires the character of problem-search activity [2].

There are many different directions in the study of the nature of activity and independence of students in learning. The first direction dates back to ancient times. Its representatives can be considered the ancient Greek scientists (Aristosenes, Socrates, Plato, Aristotle), who deeply and comprehensively substantiated the importance of a student's voluntary, active and independent acquisition of knowledge [3]. Such activities bring joy and satisfaction to the student and thereby eliminate passivity on his part in acquiring new knowledge. They receive their further development in the statements of Fransois Rabelais, Michel Montaigne, Thomas More, which in the era of the Dark Middle Ages, at the height of the prosperity in the practice of the institute of scholasticism, dogmatism and rote learning, demanded that the student be taught independence, and be raised as a thoughtful, critically thinking person.

Teachers and psychologists offer different ways to intensify the educational process. A prominent psychologist who deals with psychological processes in teaching a foreign language, V.A. Artyomov [4] combines all paths into two main areas of training:

1. improvement of teaching methods;
2. improving the mental capabilities of the student, finding in him such qualities, the use of which will increase the effectiveness of learning.

The improvement of the student occurs mainly through the discovery of untapped opportunities in him. These include psychological techniques that allow you to increase the volume, distribution, intensity, stability of attention, improve memory, and develop strong-willed and emotional qualities of the individual.

Managing students' independent work today still faces a number of difficulties. Students do not yet have sufficient knowledge of independent work methods, i.e. methods of reading, writing, learning what is read. The teacher's task is to give the right direction to the students' independent work, i.e. direction based on knowledge of the physiological and psychological characteristics of the body. Therefore, it is necessary to consider those specific features of attention and memory that must be taken into account when organizing independent work on learning a foreign language [5].

First of all, we should dwell on the determining role of attention in organizing the educational process. As studies by many psychologists show (B.G. Ananyev, E.I. Stepanova, E.I. Fomenko, etc.), attention, especially with age, increasingly acquires the role of a regulatory function. One of the main areas of mental activity of students in independent work is attention. It allows you to compare, weigh and carefully examine parts of the whole, to connect new impressions with old ones.

In this regard, the question arises: how can we stimulate the activation of students' attention during their independent work?

First of all, students should be interested in the material they are learning. The teacher must ensure that the material given for independent work, on the one hand, does not lose its novelty, and, on the other hand, is accessible to perception. The most important psychological and physiological process that determines the development and intellectual progress of an individual is memory [6].

Scientists' data indicate that although the basis of the mechanisms of short-term and long-term memory is the same, there are also differences: when long-term memory manifests itself, certain morphological changes occur in the neuronal apparatus.

The manifestation of these changes is stimulated by repeated exercises. Therefore, a necessary condition for the transition from the level of short-term to the level of long-term memory is extensive training and exercises in consolidating the acquired traces. That is why the primary task of a foreign language teacher when guiding students' independent work is the rational organization of repetition of material. Each text, each section must be worked through several times. Only the methods of processing should change. For example, when mastering lexical material, the teacher should recommend the following types of work: writing a presentation, essay, abstract, annotation, consolidating vocabulary during oral conversation, etc.

When organizing repetition, it is necessary to know data on the rate of forgetting. According to psychologists, the process of forgetting occurs very intensively, especially at the initial stage after assimilation [7]. For example, the literature provides the following data: half an hour after presentation, up to 40% of the material is forgotten; the next day - up to 34%; after 30 days - up to 21% [6].

The teacher's task is to guide students' work in such a way that they, through timely repetition during independent work, prevent forgetting. It is necessary to dwell on the following: repetition cannot be considered repetition if the material has already been forgotten. It takes almost the same amount of effort to assimilate it as to assimilate completely unfamiliar material. Therefore, an indispensable condition for good memorization of material designed for its active mastery is repeated return to it, immediately following the initial familiarization, and then at certain intervals.

Psychological research also suggests that it is necessary to recommend studying more difficult material before learning easier material, since an increase in interference occurs due to an increase in the degree of difficulty of subsequent information.

Thus, the task of a foreign language teacher is to purposefully and constantly cultivate in students, during their independent work, the ability to "thinking memorization" (P.P. Blonsky's term) [9]. If this ability becomes a habit, it will help to rationalize the learning process, in order to save effort and speed up the process of mastering the material. As noted above, memory is a complex psychophysiological process. I think it is necessary to mention those types of memory that take part in learning a foreign language. Psychologists divide

memory into: auditory, visual and motor, depending on which particular image of the word is remembered best.

For students learning a foreign language and having good visual memory, the graphic form of a word is crucial. They visualize what is written by hand, and when they speak, it is as if they are reading these words. But practical language proficiency is largely related to auditory memory. Therefore, a student who has only developed visual memory slowly learns a foreign language. It is difficult for him to remember sound and intonation. His pronunciation is correspondingly poor. But he learns grammar easily, since he immediately visualizes the visual endings. It is easier for him to translate into a foreign language than to write an essay.

If the teacher does not help such a student, the student will lose faith in his abilities, and attempting to master a foreign language will be impossible for him [8].

Those students who have developed auditory memory tend to think using sound images. Visual and motor memory play a supporting role. When reading, such a student hears an inner voice; when writing, he writes under the dictation of the same inner voice. A student endowed with good auditory memory learns a foreign language more easily than a student with developed visual memory. He easily remembers words entered orally, but endings, declensions and other grammatical forms are more difficult for him. Such a student relies more on intuition than on precise knowledge. He does not translate sentences into a foreign language well, but it is easy for him to write an essay on a topic, since he simply reproduces what he has heard before.

A student with a highly developed motor memory most easily thinks in images acquired as a result of motor activity. Sound and visual images have no meaning for him. Such a student feels the word more easily when he reproduces it himself. When reading, he perceives syllables and words one after another, clearly feeling the movements produced during the active articulation of these words. Motor images created during writing, reading, and pronunciation are almost the only means that such a student can use to acquire the entire amount of skills necessary to speak a foreign language. A student who has this type of memory cannot, as a rule, learn a foreign language. But, as scientists note, this type of memory is rare.

Research in the field of psychology of teaching foreign languages proves that the most favorable for learning a language and at the same time the most widespread is mixed memory, which combines the ability to assimilate images obtained through auditory and visual perception.

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