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**FORMS AND METHODS OF ORGANISATION OF STUDENTS'
INDEPENDENT WORK IN THE PROCESS OF LEARNING ENGLISH**

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Abstract: In this article we have defined the role and importance of students' independent work, analyzed its forms in the process of learning English, identified the most effective forms of independent work, and also carried out work to analyze the factors influencing the success and effectiveness of organizing and planning students' independent work.

Keywords: Organization of independent work, foreign language teaching programs, educational and methodological complex of the discipline, foreign language, self-expression and self-development.

Introduction

Deepening the theoretical foundations of training future engineers and economists in the country's industrial complex is inevitable, and increasing attention must be paid to the practical significance of theoretical knowledge. A new quality of economics graduates is now needed, determined not only by the volume and quantity of knowledge acquired by students, but also by their creative thinking and ability to adapt to rapidly changing economic conditions. When training specialists at universities, it is becoming increasingly difficult to develop increasingly complex knowledge, skills, and abilities in students in a relatively short period of time.

Methods

One of the main goals of modern foreign language teaching methods is to encourage students to engage in active independent work and to create conditions for their self-expression and self-development. Today, with the advent of the internet, various multimedia tools, and gadgets, independent work is becoming

more diverse and engaging. Changes in foreign language teaching programs indicate that this is one of the key areas for organizing practical work.

Different forms of independent work reflect organizational differences in task completion. They have their own goals and specific uses in the educational process.

Independent student learning is more than just completing assignments at home or in the library. It is a meaningful activity aimed at developing analytical skills, information retrieval, and literate presentation.

Research conducted on the concepts of independent work and independent cognitive activity has led to the conclusion that there is still no unified approach to interpreting independent work and related concepts. A number of scientific studies have been devoted to students' independent work in foreign language acquisition, addressing specific aspects of this problem (O. M. Akmalidina, M. A. Alieva, L. I. Ivanova, I. P. Pavlova, A.M. Novikov and others).

Analysis and results

Students' independent work is a pre-planned process, the successful completion of which depends on the instructor's ability to organize and promptly monitor it at each stage of the course. In this regard, each instructor must continually develop and improve, mastering and exploring new teaching methods.

The logistical support for the educational process also plays a significant role.

It is important to remember that the main factors in mastering and reinforcing the material in a given course are the student's forms of independent work, which depend primarily on the content of the course, the student's level of preparation and independence, and the instructor's skills and qualifications. Each instructor should have a wide variety of assignments, problems, and exercises available for students to complete independently, which should not be limited to simple essays, reports, theses, and tests.

The forms of student independent work must be clearly defined by the university and department, as well as by regulatory documents and the course's teaching and methodological framework.

The structure "teacher - educational material - learning process - students" is the basis for the collaborative activity that constitutes the content of learning. The organization of independent work during language practice involves the direct and indirect influence of the teacher. While initially serving as a source of information, the teacher later becomes the organizer and coordinator of communication. Independence and activity are demonstrated in such communication, as well as in the students' communication with each other during independent cognitive activity. Therefore, it is possible to use the communication structure described by V.K. Dyachenko [4] to identify forms of independent work in the communication-learning process: paired, group, collective, and individual-isolated forms. These forms of communication-learning meet the practical goals of teaching a foreign language and enable the activation of students' learning activities. The widespread use of tasks (assignments) varying in complexity, solution method, and target settings facilitates the activation of students' independent cognitive activity. Among the practical methods of organizing independent work in a foreign language, exercises (tasks) occupy a special place. They are performed both for the purpose of obtaining theoretical knowledge and acquiring practical skills and abilities. We agree with A. M. Novikov that exercises are an active independent search by the student for optimal ways of performing actions: mental ones when solving educational problems (exercises) of a theoretical nature or sensory-motor ones when learning practical skills in both conscious and unconscious components [6, p. 99]. Since by the term "exercises" we mean different types of educational and cognitive activity, and independent work is an independent cognitive activity [9], we consider it possible to consider exercises as methods and as types of independent work in a foreign language. Types of exercises can serve as a basis for classifying the types of independent work in a foreign language. The basis for their

differentiation is the didactic (methodological) task. The purpose of information exercises is the extraction, primary processing and primary consolidation of new knowledge. Practice exercises promote the development of language and speech skills. Speech exercises are aimed at developing speech abilities. Combined exercises develop knowledge, skills, and abilities. A separate group includes exercises for assessing knowledge and the level of development of skills and abilities. During independent work, students must complete tasks that vary in solution method and complexity, solving various cognitive, communicative, communicative-cognitive, and assessment tasks, in which language is both an object of scientific cognition and a means of communication and cognition [7].

Since students at non-linguistic universities use a foreign language as a means of acquiring new information and exchanging information in their professional field, special attention in independent work in a foreign language should be given to mastering the techniques of using this tool to acquire professional knowledge, skills, and abilities. In independent work, students should appropriately use such forms of work on the text as informative reading, annotating and summarizing, writing text summaries, academic review, and text translation. The predominant form of independent work should be reading the text with direct comprehension (informative reading), which combines synthetic and analytical thinking. Various types of reading (study, familiarization, browsing, and search) should ensure the following skills in working with textual material: the ability to highlight facts; summarize individual facts; correlate individual parts of the text; derive an opinion based on the facts presented in the text; and interpret the information received. These types of work can be actively used in both classroom and extracurricular independent work. Extracurricular independent work is a logical continuation of classroom work and is aimed at developing and deepening knowledge, skills, and abilities. In the overall structure of independent work in a foreign language, systematic and regular preparation for classes is central. In addition to working on texts and exercises from textbooks, differentiated

individual creative assignments should be widely used: writing stories, interviews, essays, preparing summaries, and translations. There is the opportunity to diversify the format of completion and presentation of responses: oral, written, or oral-written independent work.

Conclusion

Thus, when completing independent work, the student not only receives information and perceives it, but also reproduces it in communication with other students and the teacher.

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