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## ORGANIZATION OF INDEPENDENT WORK OF STUDENTS IN THE STUDY OF A FOREIGN LANGUAGE

**Abstract:** *The role of independent work of students in cognitive activity is extremely large, so it is no accident that it is given great attention by higher education teachers. In many articles about independent work of students, the goal is to foster a conscious attitude of students themselves to mastering theoretical and practical knowledge, instilling habits of intense intellectual work. This is considered one of the most important tasks of education. However, it is important that students not only acquire knowledge, but also learn how to acquire it, i.e., how to use it. teaching students to learn is often more important than equipping them with specific subject knowledge.*

**Key words:** *independent work, foreign language, education, learning, knowledge.*

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### Introduction

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One of the most important problems facing higher education is to improve the quality of professional training. A student and graduate of a higher educational institution must not only acquire knowledge of the subjects of the program, master the skills and use of this knowledge, research methods, but also be able to independently acquire new scientific information. In this regard, independent work of students is becoming more and more important. The organization of classroom and extracurricular independent work in the process of studying at the University, the formation of skills of educational work is the basis for postgraduate education and further professional development. Thus, in the higher education, students should be prepared for further self-education, and the means to achieve this goal is independent work.

The concept of "independent work" is multifaceted, so it is quite natural that it has not received a unified interpretation in the pedagogical literature. Independent work should be carried out by students as a cognitive activity, become a means of educating such personal qualities as independence,

activity, and form a creative attitude to the perceived information. Proper organization of independent work by students is an important issue not only in the methods of teaching a foreign language in a non-linguistic University, but also in the methods of studying it.

At the same time, it is important for the teacher to understand what difficulties students experience when organizing their independent work; what types of homework tasks are the most difficult for them and require a lot of time; why certain types of tasks are difficult; what prevents students from completing difficult independent tasks in a timely and correct manner; what can facilitate the completion of these tasks and increase the effectiveness of students' independent work in foreign languages. In the course of a conversation with students who are serious about learning a foreign language, it turns out that the common cause of improper performance of independent homework is the inability to work correctly and systematically, and ignorance of vocabulary and grammar takes a back seat, becoming a consequence of the first reason. Students also understand that inactivity in the classroom leads to an increase in the volume of homework, and active speech practice in the classroom, performing all tasks

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under the control of the teacher, on the contrary, leads to the improvement of independent work.

Management of independent work of students at the moment still meets with a number of difficulties. Students do not yet have sufficient knowledge of methods of independent work, i.e., methods of reading, writing, and assimilation of what they read. The task of the teacher is to give the right direction to their independent work, that is, the direction based on knowledge of the physiological and psychological characteristics of the body. Therefore, it is necessary to consider the specific features of attention and memory that must be taken into account when organizing independent work on learning a foreign language. For successful and timely completion of independent tasks in a foreign language, you need to meet a number of conditions. The first condition is that each student performs most of the work in the classroom, and that students are active in the classroom.

Therefore, the teacher should organize the classroom so that the student actively works for all 90 minutes, performs all the exercises in oral speech and reading, thereby preparing for independent work at home. The second condition for the successful completion of independent work, students themselves call the need to have a stable vocabulary, know a minimum of words, and get lists of unfamiliar words for each specific task from the teacher. Therefore, before a teacher is a serious and concrete task is to introduce and reinforce vocabulary for reading and speaking. The third condition for achieving the goal is the availability of a good textbook and training materials. It is the textbook that should define the system of independent work of students, contain specific tasks with complete algorithmic prescriptions-instructions. The fourth condition for achieving the goal stated above is indicated by the students themselves. This is the presence of personal characteristics, namely, determination, will, perseverance, organization, as well as interest and desire to learn a foreign language. It is personal characteristics and interest in learning a foreign language that should take a leading place in the process of planning and organizing independent work in a foreign language. The following can be attributed to the means of organizing independent activities of students:

- provision of textbooks, manuals, methodological instructions for independent work;
- the availability of educational audio, video and computer training programs;
- the use of a system of communicative tasks for the development of all communication skills. In terms of increasing the role of independent work of students, the first of these points is the most important, because, even taking into account the existence of textbooks aimed at independent study of a foreign language, there is a need for manuals for independent work to

specific textbooks and guidelines for independent work. Students' readiness for independent work on the study of the proposed material is determined by:

- the presence of basic educational skills in all types of speech activity, namely: speaking, listening, reading, writing (to a greater extent, of course, reading and writing, since the main ways to check the performance of independent work is oral and written exercises on independently passed material);
- the presence of translation skills and methods of working with a dictionary and reference literature;
- ability to work with computer software and the Internet.

Today, computer tools and the Internet, which have a huge potential for educational services, make the lesson attractive and truly modern. A set of ordinary textbooks, manuals, and collections of exercises is being actively replaced by the modern information system. Each lesson is emotionally uplifting, even lagging students are willing to work with the computer, and gaps in knowledge encourage some of them to seek help from a teacher or independently achieve this knowledge.

The role of independent work of students in cognitive activity is extremely large, so it is no accident that it is given great attention by University teachers. In many articles about independent work of students, the goal is to foster a conscious attitude of students themselves to mastering theoretical and practical knowledge, instilling habits of intense intellectual work. This is considered one of the most important tasks of education.

However, it is important that students not only acquire knowledge, but also learn how to acquire it, i.e., how to use it. teaching students to learn is often more important than equipping them with specific subject knowledge. Independent work of students differs from other educational activities in that the student sets a goal for himself, to achieve which he chooses a task and type of work. The main skills and abilities of independent work should be formed in high school. However, as practice shows, this usually does not happen. Getting into new learning conditions after school, many students do not immediately adapt to them, they are lost in the choice of methods of independent work. For example, up to 70 % of 1st year students do not use the method of systematization of material for its better understanding. That is why one of the main tasks of a teacher is to help students organize their independent work. Only independent work of students instills a taste for self-education.

At the same time, it is important to remember that independent work can be both extracurricular and classroom. Classroom independent work can be performed in lectures (10-15 minutes), in practical and laboratory classes. It is important to offer a variety of classes that contribute to the formation of the necessary skills and abilities for the future specialist. For example, when working with a text, you can give

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a task not just to read and retell it, but to diversify the task: to highlight the main ideas, justify something, report, characterize, define, explain, dissect, comment, take notes, write out, compare, make a plan, theses, synopsis, draw a conclusion. In short, there are many different types of work with text, and all of them develop thinking and form appropriate skills, increase the attention of students, their activity. In our opinion, independent work of students can include:

- preparation for classroom classes (lectures, practical, seminars, laboratory work, etc.) and performance of relevant tasks;
- independent work on individual topics of academic disciplines in accordance with the educational and thematic plans;
- preparation for practices and performance of tasks provided by them;
- performance of written control and term papers, calculation and graphic works – preparation for all types of control tests, including cycle and complex examinations and tests;
- preparation for final state certification, including the performance of final qualification (diploma) work;

- work in student scientific societies, circles, seminars, etc.;
- participation in scientific and practical conferences, seminars, congresses, etc.;
- other activities organized and carried out by the Institute, faculty or Department.

The organization of independent activity of students using the Internet involves the use of the latest pedagogical technologies that stimulate the disclosure of internal reserves of each student and at the same time contribute to the formation of social and psychological personality. From the foregoing it can be concluded that in the process of training activities and organization of independent work of the student, in particular, there is a change in the leading roles of the teacher and the student. The teacher is required to organize the educational process in such a way as to arouse the student's need and interest in learning a foreign language, to equip him with the necessary skills of educational activity. The presence of students' desire to learn a foreign language and formed skills of intellectual activity with the help of clear performance of independent work will create, in turn, the necessary prerequisites for the development of their cognitive activity.

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