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SCIENTIFIC SUBSTANTIATION OF THE PROCESS OF ORGANIZING STUDENTS' INDEPENDENT WORK IN MASTERING A FOREIGN LANGUAGE

Abstract: *The article provides a scientific substantiation of the process of organizing students' independent work in mastering a foreign language. Attention is focused on the fact that the productive independent educational activity of a student is the basis of a successful educational process in the field of a foreign language. The article substantiates the idea of the need for a different approach to the organization of independent work in a foreign language, which is primarily focused on the student's personality. Particular attention is paid to the role of the teacher in organizing the process of independent work.*

Key words: *foreign language, independent work, productive learning activity, creative activity.*

Language: *English*

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Introduction

At the present stage of development of society, knowledge of the foreign language becomes very important. There is no need to convince anyone of the need to learn a foreign language, life itself bears witness to this. TV programs are conducted in foreign, scientific literature is published, modern songs are played and foreign films are shown, in addition, instructions for various household appliances are written in foreign, etc. In most cases, if there is a translation, it is not always correct and therefore, learning foreign is very relevant. But to make your language learning process more effective, you need to use interactive teaching methods.

In recent years, in the process of teaching a foreign language, more and more attention is paid to the organization of independent work. The key to a successful educational process in the field of a foreign language is competently organized independent work of students. Productive independent work of students becomes important when teaching a foreign language.

The role of the teacher is to correctly direct the cognitive activity of students, which they perform independently.

Analysis of scientific sources on the content and organization of the process of teaching a foreign language in universities confirms the axiomatic nature of the position that independent work is an invariant structural version of a single teaching foreign language complex. The main task of any university is to train specialists for independent practical activities. The process of teaching at a university is increasingly based on the independent and creative activity of learners or learners and self-learners.

Independent work is a type of educational activity performed by students in the classroom, both under the guidance of a teacher and without direct guidance from the teacher during independent preparation and participation in various extracurricular activities.

In recent years, independent work has become an obligatory link in the learning process, which is

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especially planned and provides, first of all, the individual work of students in accordance with the installation of the teacher or the training program. In modern methodological literature, students' independent work is considered, on the one hand, as a type of educational activity, which is carried out without the direct participation of the teacher, but under his guidance, and on the other hand, as a means of involving students in independent cognitive activity. Independent work of students in teaching a foreign language will be successful only if it is planned in advance, is an integral part of the educational process, is organized systematically, and not from case to case. A huge role in the organization of independent work belongs, of course, to the teacher, since he must correctly determine the content and volume of material that is submitted for independent work.

When planning independent work, it is necessary to proceed from the leading methodological position, which is substantiated in the methodological literature: in the course of independent work, the main functions of learning are carried out - the consolidation of knowledge and their processing into sustainable skills.

In modern conditions, it is also necessary to add to the goals of independent work the search and acquisition of new knowledge, including with the use of modern information technologies.

V.A.Kan-Kalik puts forward the following principles on which the independent activity of students should be based:

- When planning an independent work on a particular course, first of all, it is necessary to highlight its so-called fundamental tree, which includes the basic system of methodological, theoretical knowledge that must be brought to the obligatory lecture study. So, out of a 100-hour course, its fundamental volume will take half;

- further, as derivatives of this "fundamental tree", it is proposed to form various types of independent work of students, providing them with topics, nature of study, forms, venue, variable ways of implementation, control and accounting system, as well as various reporting methods.

According to V.A.Kan-Kalik, outside such a system, not a single type of independent work of students will give an educational and professional effect.

Independent work of students is especially important when teaching foreign languages, since students are provided with educational materials that need to be memorized, analyzed, consolidated, and this becomes possible only in conditions of independent work. When teaching foreign languages, there are teaching materials that can be learned in classroom lessons when working in pairs, in groups, or in the process of individual work of students. How effectively the independent work of students in the

classroom and outside it will be carried out primarily depends on the organization of this work by the teacher. The task of the teacher is to organize the work of students in such a way as to ensure the active independent activity of students, to create conditions for their self-expression and self-development [1].

The effectiveness of independent work depends on the following factors:

- 1) Classroom work is built by the teacher in accordance with the regulatory documents.
- 2) The activities carried out are motivated.
- 3) Students have developed the ability to learn.
- 4) Formation of educational competence among students as a methodology for independent study of a foreign language.
- 5) The presence of practically assimilated knowledge, skills, abilities among students.
- 6) The presence of students' skills in self-educational activities.

V. A. Yakunin gives the following definition of self-education: "By self-education in the structure of an integral education system, we mean such an activity of a student, the immediate and distant goals of which he sets himself, but the process of achieving them is, to a certain extent, an object of management by the educational program / system . " [3].

Thus, the student acts as an independent subject of educational activity, as well as an independent user of a foreign language. In the process of independent work, the productive activity of a foreign language learner:

- is of a creative nature, which ensures the development of the student's personal qualities as a linguistic person, his self-realization and self-development;

- is based on educational competence in the field of language learning, which is a prerequisite for productivity and creativity.

The allocation of productive educational activity as the goal and principle of teaching foreign languages also means that, along with communicative competence, an obligatory component of the content of education is educational competence as the ability for independent, autonomous assimilation of a foreign language, which provides conditions for its creative use.

In modern conditions of teaching a foreign language, there is a need for a different approach to the organization of independent work, which should be focused on the student's personality, on his initiative, on the development of his creative potential - on productive learning activities.

In the modern concept of teaching / mastering a foreign language, the key category is the linguistic personality, the secondary linguistic personality [2]. An important quality of a linguistic personality is her ability and readiness for independent and conscious study of a foreign language.

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The priority role of the student in independent work does not diminish the role of the teacher, but, on the contrary, makes his task more difficult, increases the requirements for him as the organizer of this process. The task of the teacher is to correctly direct and organize the cognitive activity of students, which they perform independently. That is, the teacher needs to create a developmental situation that provides the student with freedom and responsibility in choosing and making decisions, independence of actions in solving educational problems, combined with taking responsibility for the result. The main task of the teacher is to form in the student the need and culture of independent productive educational and cognitive activity, that is, to teach students to learn.

The scientific validity of the process of organizing students' independent work in the process

of mastering a foreign language is determined by the following provisions:

- the axiomatic nature of independent work as an invariant component of a single complex of classroom and extracurricular classes in a foreign language;

- the specifics of a foreign language in any pedagogical system as an end and means of education and training;

- in the course of independent work, the main functions of training are carried out: consolidation of knowledge and their processing into sustainable skills;

- the secondary linguistic personality of the student is formed mainly in the process of his independent mastering of foreign language knowledge in the course of independent work.

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