

## THE ROLE OF SELF STUDY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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### ABSTRACT

Self-study is best way to achieve our targeted goal. We can not get succeeded in life without self-study. One main factor which need for our continuous self-study is positivity from our heart and goal oriented plan which improve the enthuses of us to gain more knowledge. For get any success we have to try both by learn from others and it's improve with our continuously self-study we may achieve something if we learn from teachers or others but it's surely we say that if we do both self-study and learn from teachers or others then surely we success in every stage of life.

Study yourself. No tutors. No in class studies. You have to read and understand everything yourself and study to your own plan. Except for mandatory assignments if any you have to have your own targets. Bottom line is that you are not given any assistance except providing you with the syllabus, recommended text-books or a study pack. Depending on the programmer, you may have webinars.

### Why Choose Self-Study?

A reason for choosing self-study as an approach to studying practice relates to the view one takes to the role of the practitioner in the practice. Approaches under a teacher inquiry/self-improvement umbrella can have different areas of focus. These include, for example, research in which an aspect of the researcher's practice is identified, examined, changed and then evaluated. This has the practice itself as the focus. This seems logical if one is aiming to change the way something is undertaken.

Through self-study research the practitioner can develop his/her 'wisdom of practice' calls the 'tact of teaching', which is the sensitivity to act in an educative manner in context. Self-study may be apt for teachers and teacher educators in schools or universities or indeed for other practitioners. The researcher needs to identify what they are seeking to change, and if it is himself or herself as a practitioner then a self-study approach could be appropriate.

Self-study is the best study. Suppose your teacher has taught you a chapter on mathematics which is quite difficult and you could not understand the problems properly. It is advised that on the very same day if you go to your home and go through those problems and try to analyses them by yourself then you would never forget the concept.

Often students are seen to take too many tuitions throughout the day which puts a negative effect on their brain because they don't get sufficient time for self-study. Self-study increases your won capacity to solve a problem or understand a concept. Students should at least give 2–3 hours for their self-study otherwise he/she can never able to score good in the examination.

In my opinion self-learning is both interesting and beneficial at the same time. I can tell you its advantages in a list:

It helps you to learn more effectively as searching for the knowledge on your own really helps you to keep information in your long-term memory.

While you are learning, you will discover more than what you are searching. You do not have to stick to a curriculum or a syllabus. You are free to learn whatever you want.

Usually it is less expensive than formal education (or having a private tutor).

You will boost your self-esteem, as you will think of yourself as an independent person who can learn new things in this life without anyone helping him.

Again, you will not be graded for this learning. You just do it for your interests.

Self-study research builds on the necessity of a relationship between individual and collective cognition in teachers' professional development and the power of dialogue in building a learning community of engaged scholarship.

With regard to the first aspect (theoretical growth), conducting a self-study gave the participants a focus in their reading of the literature, because they wanted to become knowledgeable about the subject of their self-study, frame their research question, and underpin their findings. It is interesting that most participants also report that they have learned to enjoy the reading of literature.

With regard to the second aspect (greater awareness of an ongoing development) conducting a self-study, our study confirmed that teacher educators' identity development, like teachers' identity development, takes place through relationships with others and is an ongoing process, dynamic, and not static. Besides having our support as facilitators, in both cohorts it was also important that the participants worked as a community and shared the ups and downs of going through the research process.

With regard to the third aspect (a shift towards knowledge production) conducting a self-study, we found that the participants made a transition from being knowledge consumers to also being knowledge producers: not only did they learn how to produce knowledge, but almost all of them also produced knowledge that both supported the improvement of their practices, and contributed to the knowledge base of teacher education.

With regard to the fourth aspect (growth in self-confidence) conducting a self-study, most participants have become more certain about their own capacities, and have started to show more self-understanding. This can help them to feel more self-assured when asked to support research projects of their students. The participating teacher educators, however, also stress that this process of becoming more self-confident is not self-evident, for it implies an emotional struggle demanding courage.

In conclusion, characteristics of this so-called self-study research by teacher educators are that the research question is based on a fascination or problem rooted in the researcher's own practice; the research subject is related to relevant literature; the data collection and data analyses are carefully described; and the significance of the findings to others is discussed (see for extensive descriptions of quality criteria for self-study research. Self-study research on the part of teacher educators can thus be defined as systematic research and reflection on these teacher educators' own practices, leading to both an improvement of these practices and a contribution to the general knowledge base of teacher education.

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