

GUIDELINES FOR COMPLETING TASKS IN INDEPENDENT WORK FOR STUDENTS OF LINGUISTIC UNIVERSITIES

(BASED ON THE MATERIAL OF ENGLISH LANGUAGE)

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ABSTRACT

This article discusses the importance of independent work for students in linguistic universities with a focus on the English language. The main objective of the guidelines provided is to enhance students' ability to learn independently, promoting critical thinking and linguistic proficiency. Independent work not only complements classroom learning but also helps students develop research skills and autonomy, which are essential for academic success. These guidelines provide a structured framework for students to explore the material of the English language and empower them to navigate their academic journey. By emphasizing the significance of self-directed tasks, this article highlights the role of independent work in shaping well-rounded and resourceful individuals within the linguistic academic context.

Keywords: Self-study, laboratory work, activities, ELT, cognitive activity, self-learning strategies, rational organization, self-motivation.

INTRODUCTION

In today's education landscape, the importance of self-directed learning has become increasingly prominent across all educational stages. Independent work, a method of instruction, takes place either without direct teacher interaction, such as assignments or experiments or under teacher guidance through methods like distance learning. English Language Teaching (ELT) allocates a substantial 30% of instructional time to independent work, highlighting its integral role. The teacher's role extends beyond delivering ELT content, requiring an understanding of independent work goals and outcomes at specific proficiency levels, as well as familiarity with associated procedures.

Independent work takes on various formats, occurring both within and outside the classroom, involving written and oral tasks and ranging from individual to collaborative efforts in pairs or groups. Recognizing the pivotal role of independent work, educators acknowledge its potential to activate cognitive processes, enrich the learning experience, and foster self-directed learning abilities.

Inspired by J. Rubin's exploration of 'good language learners,' it is evident that effective learning strategies significantly influence the learning process. Teachers are not only responsible for imparting language knowledge but also for teaching effective learning strategies, recognizing that students need training in these methods.

The teacher's objectives encompass curating ELT content, ensuring the rational organization of students' self-learning, and promoting the development of effective self-learning strategies. Acknowledging the diversity of students' needs and abilities, independent work allows each

student to engage with information sources at their own pace, thereby shaping a flexible organizational structure and instilling a heightened sense of responsibility for educational outcomes.

MATERIALS AND METHODS OF RESEARCH

The research methodology explores three distinct viewpoints on the learning process: 1) memorization, 2) habit formation through repetition, and 3) the acquisition of rules through attempts at communication. These perspectives prompt consideration of their efficacy within the realm of English Language Teaching (ELT).

Learning by Heart: The traditional approach of memorization involves committing set sentences, dialogues, and texts to memory, proving beneficial for mastering fixed elements like numerals or irregular past tense forms. However, its limitation lies in its inadequacy for comprehensive language learning, as language use involves an infinite variety of sentences. Memorizing set sentences may yield fixed responses but falls short in preparing individuals for the diverse language acquisition required for practical communication.

Forming Habits:

Another perspective views language learning as the development of habits acquired through imitation and reinforcement, aligning with behaviorist psychology. The audio-lingual approach emphasizes repetition and drilling to avoid errors, portraying language learning as akin to mechanical activities. Children, in this view, learn their first language through imitation and positive reinforcement from their parents.

Acquiring Rules: This viewpoint sees language as a system of rules that learners acquire through exposure to understandable language samples. The process involves applying acquired rules to generate an unlimited number of original sentences. Recognizing errors as a natural part of the acquisition process, this approach views acquiring rules as the ability to apply them rather than necessarily explaining them.

In the context of ELT, these perspectives offer valid approaches to skill development, with the third being particularly potent. Demonstration and habit formation play essential roles, especially when the goal is to equip learners with the ability to communicate effectively in unpredictable circumstances. To implement these perspectives, a teacher designing a lesson cycle on environmental problems for a vocational college can utilize macro-strategies provided in the box. This inclusive topic serves as an umbrella, focusing on vocabulary, information comprehension, discussion, oral summaries, and participation in simulated meetings for problem-solving and conflict resolution. The subsequent table guides the creation of a comprehensive lesson cycle.

RESULTS AND ITS DISCUSSION

The study's findings offer valuable insights into the effectiveness of three distinct learning approaches: memorization, habit formation, and rule acquisition.

Memorization Approach: The traditional method of committing set sentences and texts to memory proves beneficial for mastering specific elements such as numerals or irregular past tense forms. Additionally, it lays the groundwork for fixed responses. Nevertheless, its

limitations become apparent in the broader context of language learning. Furthermore, the necessity to comprehend and generate a diverse array of sentences goes beyond the usefulness of memorized dialogues.

Habit Formation Perspective: Viewing language acquisition as the development of habits through imitation and reinforcement aligns with behaviorist psychology. The audio-lingual approach underscores the importance of repetition and drilling to avoid errors, likening language learning to mechanical activities. Moreover, this approach, rooted in children learning their first language through imitation and positive reinforcement, emphasizes the need to avoid errors. However, there's a potential drawback in overemphasizing repetition, potentially impeding the natural progression of language skills.

Rule Acquisition Viewpoint: Considering language as a system of rules acquired through exposure to understandable language samples, this perspective highlights the importance of applying these rules to generate original sentences. Additionally, recognizing errors as a natural part of the learning process, this approach sees acquiring rules as the ability to apply them, giving precedence to practical application over theoretical understanding. Moreover, it suggests that learners might most effectively acquire language rules subconsciously through reading and listening, rather than through explicit grammar instruction. In the realm of English Language Teaching (ELT), these findings underscore the significance of balancing memorization, habit formation, and rule acquisition. Furthermore, the third perspective, which emphasizes practical application and subconscious learning, emerges as a potent tool for developing language skills. Additionally, as educators, it is imperative to consider these results when crafting lesson cycles, ensuring a comprehensive approach that encompasses various learning strategies for effective language acquisition.

CONCLUSION

In summary, our investigation into various learning approaches—memorization, habit formation, and rule acquisition—unveils nuanced insights with implications for English Language Teaching (ELT). The traditional method of committing information to memory proves advantageous for mastering specific elements, yet its limitations become apparent in the broader spectrum of language learning. Although it establishes a foundation for fixed responses, its inadequacy for comprehensive language acquisition becomes evident when faced with the need to comprehend and generate diverse sentences. The habit formation perspective, grounded in behaviorist psychology, underscores the importance of repetition and drilling to prevent errors. However, an excessive focus on repetition may impede the natural progression of language skills, presenting a potential drawback. In contrast, the rule acquisition viewpoint perceives language as a system of rules acquired through exposure and highlights the significance of practical application. Acknowledging errors as inherent to the learning process, this approach prioritizes the ability to apply rules over theoretical understanding. The subconscious acquisition of language rules through reading and listening emerges as a potent strategy. Within the ELT context, a well-rounded approach that integrates aspects of memorization, habit formation, and rule acquisition is essential. The emphasis on practical

application and subconscious learning, as emphasized in the rule acquisition perspective, proves particularly impactful in cultivating versatile language skills. As educators, comprehending these findings is crucial in designing effective lesson cycles that cater to diverse learning strategies. The amalgamation of these perspectives offers a comprehensive framework for nurturing language proficiency, recognizing the dynamic nature of language acquisition, and the necessity for adaptable teaching methodologies.

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