



TIL VA ADABIYOT

TA'LIMI

O'ZBEKISTON RESPUBLIKASI
XALQ TA'LIMI VAZIRLIGINING
ILMIY-METODIK JURNALI

1991-yildan
chiqa boshlagan

2021-yil. 1-son

ISSN 2010-5584

НАУЧНО-МЕТОДИЧЕСКИЙ
ЖУРНАЛ МИНИСТЕРСТВА
НАРОДНОГО ОБРАЗОВАНИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН

Я ПРЕПОДАВАНИЕ
ЗЫКА И ЛИТЕРАТУРЫ

LANGUAGE AND LITERATURE
TEACHING | SCIENTIFIC-METHODOLOGICAL JOURNAL OF THE MINISTRY
OF PUBLIC EDUCATION OF THE REPUBLIC OF UZBEKISTAN

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2021 YIL - "YOSHLARNI QO'LLAB-QUVVATLASH VA AHOLI SALOMATLIGINI MUSTAHKAMLASH YILI"

ALISHER NAVOIY TAVALLUDINING 580 YILLIGI



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O'zbekiston Matbuot va axborot agentligida 2014-yil 19-dekabrda 0055-raqam bilan qayta ro'yxatga olingan.

2021-yil. 1-son.

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Jurnaldan ko'chirib bosilgan maqolalar "Til va adabiyot ta'limi" dan olindi, deb izohlanishi shart.

Jurnalda nashr etilgan maqolalarda mualliflarning tahririyat nuqtayi nazariga muvofiq kelmaydigan fikr-mulohazalari bosilishi mumkin.

Tahririyatga kelgan qo'lyozmalar taqrib qilinmaydi va muallifga qaytarilmaydi.

Bosmaxonaga 2021.05.02. da topshirildi. Ofset usulida chop etildi. Qog'oz bichimi 60x84^{1/8}. Shartli bosma tabog'i 6,0. «Times» garniturasida. 10, 11 kegl. "PRINT RABEL" matbaa korxonasida chop etildi. Manzil: Toshkent sh., Olmazor tum., O'rozboyev ko'chasi, 35- uy. Buyurtma №:27 Adadi 3400 nusxa. Bahosi kelishilgan narxda.

1991-yildan chiqib boshlagan

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ПРЕПОДАВАНИЕ ЯЗЫКА И ЛИТЕРАТУРЫ

LANGUAGE AND LITERATURE TEACHING

O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasining Filologiya va Pedagogika fanlari bo'yicha doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrdir.

Zukhra KHAKIMOVA,
Tashkent State University of the Uzbek Language and Literature
named after Alisher Navoi, English teacher

INDEPENDENT WORK – A FACTOR IN ACTIVATING STUDENTS' COGNITIVE ACTIVITY AND FORMING COMMUNICATIVE COMPETENCE

Language is the bearer of national culture and national identity. Language proficiency in oral and written form is the basis and one of the prerequisites for the formation of thinking abilities, spiritual development and socialization of a person. Good proficiency in any language is a prerequisite for successful studies in all academic subjects.

Reforming the system of lifelong education in Uzbekistan, focused on entering the global information and educational space, has posed a number of important tasks for teachers of foreign languages related to the introduction of innovative methods and teaching techniques into the educational process.

It should be said that the ever-increasing flow of information and integration in all spheres of modern life requires restructuring of the educational process in the system of lifelong education, introducing such teaching methods and techniques that would allow in a short time to ensure a high level of mastery of the studied material, its formation and application in life practice.

Efficiency in teaching a foreign language is ensured not only by following the methodological systems, but also by teacher's creative approach to their implementation, which makes it possible to form students' need to learn, work rationally, develop mental activity and communicative activity, and show independence in solving the assigned tasks.

In recent years, a lot of positive experience has been achieved in the system of continuous education, especially in higher education. However, the system of lifelong education does not yet activate students' internal motives for learning at the proper level. Psychological research shows that education and training should be a two-way process, the result of which should be of interest to both the teacher and the student.

The national curriculum for English in general secondary schools is recommended when studying subjects of the philological cycle, especially foreign languages, to use modern pedagogical and innovative technologies to form key competencies. These can be non-play imitative active forms and methods of independent work.

Non-play imitation methods include: independent implementation of situational exercises, discussion of developed options, case method, project method, methods of group solution of creative tasks, trainings, group and individual practical exercises, solution of linguistic problems, use of various dictionaries and reference books as well as composing texts of various types using appropriate speech means, finding the required information in various sources and linking on them.

Reading literary texts and completing various creative tasks for them, students enrich their vocabulary and

broaden their horizons. All this contributes to the formation of communicative, linguistic and speech competencies in students.

One of the important tasks in introducing modern educational technologies into the educational process is teaching pupils/students to independently acquire knowledge, new information, organize their self-study and self-education. This form of work is becoming an important and necessary component of the modern educational process today.

An effective way of enhancing students' speech and thinking activity, and forming their communicative competence is the organization of group work, which allows them to significantly increase their language practice and develop creative initiative.

The material for independent group work can be exercises and textbook texts in the form of situational communication. Having chosen a situation, the groups plan their work: how to combine relevant material, what vocabulary and grammatical forms to use, on which points to build a conversation. So, for example, when studying some aspects of a foreign language in the first years, you can apply the project method. The group should be divided into two subgroups, which represent, for example, any travel companies.

Each group draws up their own projects, plans and programs to attract tourists. Then they invite "tourists" by organizing various excursions, hikes, meetings, etc. In order to prepare good advertisement, the "employees" select the necessary material, repeat and study vocabulary, grammatical forms, and find songs, poems, entertaining materials, stands, literature, illustrations, listening texts, etc. that are suitable for the topic. Modern technical means cannot be dispensed with.

What is the independent work of a student/learner? Independent work/activity is a cognitive, educational activity performed on teacher's instructions under his/her guidance and control, but without his/her direct help and participation. Independent activity can take place when studying new material, when consolidating and repeating, or when generalizing and systematizing knowledge. The forms of organization of such activity are very diverse: its effectiveness depends on teacher's creative approach and pedagogical skills.

The aspect of independence that is specific to the subject "foreign language" is the independent expression of one's thoughts in speech, independent use of the studied language means. Students achieve the highest linguistic independence in writing miniature essays, essays on various topics, written stories, reports, spelling exercises using dictionaries, with the compilation of algorithms for

spelling actions, independent questions to texts, in reviewing, in compiling/summarizing tables, diagrams, in self-dictions, other types of self-training.

By correctly organizing independent work in the English language, it is possible to solve a number of didactic tasks: improve the skills in finding the necessary material, provide prompt feedback, and ensure individualization and differentiation of training. Thus, the end result of organizing independent work is not consolidation, not control of knowledge in the lesson, as it was in the traditional educational process, but teaching the independent acquisition of knowledge. Therefore, when organizing independent work, teachers should remember that they must guide students' independent work, manage them, give them the appropriate material, a list of used sources and guidelines, directions for implementation.

This approach corresponds to the modern teaching model, according to which the teacher not only predicts, designs and plans his activities in the lesson (class), but also develops the structure and content of students' educational activities. An important task of the teacher is to build the educational process as an educational dialogue with students, to create conditions for the development of their motivation for independence, the ability to educate themselves, and self-realization as a person.

Practice shows that as a result of such an organization of the educational process, interest in learning a foreign language increases, student's cognitive activity develops. Mastering the skills of self-education, students begin to enthusiastically participate in other forms of independent work. Independent work is usually spoken of in connection with the development of cognitive activity and students' independence in teaching spelling, vocabulary, and other language aspects. One of the important tasks of a modern teacher is to teach students the skills of using innovative technologies for studying material in the process of self-education. They should be adequate to modern technical capabilities and contribute to the harmonious entry of the individual into the information society. Today, the use of modern pedagogical and information technologies in the educational process is an integral and important part of lifelong education, an integral part of innovative technologies. Therefore, it is important to teach both foreign language teachers and students to use modern information and communication technologies in independent acquisition of knowledge.

The purposeful use of modern pedagogical, information and communication technologies in teachers' independent education contributes to an increase in the level of their general information culture, the development of their professional competence, and among students, on the one hand, it increases their interest in learning a language, on the other hand, it contributes to the formation of subject competencies (communicative, informational, linguistic and speech). In the course of independent work, students can prepare mini-projects for the study of a particular topic, prepare presentations and slides for them.

What does the widespread introduction of computer technologies into the educational process contribute to? There is only one answer to this question: it contributes to the accumulation and improvement of the quality of factual knowledge, the development of students' communication skills and information literacy. But for this, teachers must not only master methods of using multimedia and presentation slides in the classroom, but also create digital educational resources at a high level. In particular, one should dwell not only on the use of multimedia presentations in a foreign language lesson, but also on their creation. After all, a competently composed resource with the involvement of students increases the possibility of its active use in the lesson, and forms students' information and communication competencies. When designing a resource, teachers must clearly think over the goals of each specific lesson, for which the multimedia product will be intended (they must not forget about health-saving technologies that limit the time students work with a computer!). In addition, teachers must always remember about the use of forms, acceptable methods and teaching techniques in the classroom, educational technologies, pedagogical techniques of a multimedia lesson. Only a certain complex of oral, visual, textual information turns the slide into an educational episode, that is, into a relatively independent part of the lesson.

Using interactive exercises at a certain stage of the lesson for independent work, teachers must provide students with specific educational tasks that will be solved by them (verbs that imply the completeness of the educational action should be used): Read – List – Select – Show – Choose – Compare – Name, etc. Thus, students will not only hear from the teacher, but will also see in front of them an educational task on which they have to work. By doing this, we will achieve more comfortable working conditions for students.

For the repetition and consolidation of what has been learned, practice of educational skills (processing the information received) and practical application of the acquired knowledge, skills and abilities, it is most often logical to use simulators and tests both in English/foreign language lessons and lessons in other subjects.

In conclusion, we can say that independent work, carried out both in and outside the classroom, is one of the factors in enhancing students' cognitive activity and forming communicative competence in teaching English.

The use of modern educational technologies, especially multimedia resources in the classroom when performing independent work, activates students' speech and thinking activities, increases the level of feedback, expands the possibilities of self-control, forms their communicative, information and speech competencies, and generally contributes to an increase in the quality and efficiency of education.

The lesson becomes interesting, exciting and memorable! Isn't this the main thing for a teacher?

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