

students is considered both as a type of activity that stimulates activity, independence, cognitive interest, and as a basis for self-education, an impetus to further professional development, and as a system of measures or pedagogical conditions that provide guidance for independent activities of students.

The most common types of independent work:

- performing various types of homework, performing individual tasks aimed at developing students' independence and initiative, completing coursework and projects;

- preparation and writing of abstracts, reports, essays and other written works on the given topics;

- preparation for participation in scientific and theoretical conferences, olympiads.

Independent work can occur:

- in the conditions of classroom training-at lectures, practical and seminar classes, when performing laboratory research, carried out under the direct supervision of a teacher;

- outside of training sessions in contact with the teacher for consultations on educational, project, research works, carried out by agreement, the initiator can be any party;

- individually at the initiative of the student in the library, at home, in a hostel, at the department when performing mandatory and creative tasks.

At the same time, independent work is designed to perform several functions:

- educational - systematization and consolidation of students' knowledge, expanding their horizons;

- developing - stimulating cognitive interest, the formation of individual forms of learning content development through the rational use of individual features of attention, memory, thinking;

- educational-strong-willed self-regulation of activities in the development of large volumes of educational material in the conditions of temporary time pressure, while maintaining motivation for activities due to a temporary drop in interest in it.

Active independent educational work of students without the participation of a teacher is possible only if there is a serious and stable motivation. The following main motivating factors for independent work of students can be identified.

Useful for the educational process. If a student knows that the results of the completed work will be used in a lecture course, in a manual, in a laboratory workshop, in the preparation of a publication, or otherwise, then their attitude to the task and its quality will significantly change for the better.

Practical applicability. Another way to use the utility factor is to actively apply the results of independent work in professional training. For example, if a student received a task for final qualifying work on one of the Junior students, he is pleased to perform independent tasks on a number of disciplines of humanitarian, socio-economic, natural scientific and General professional disciplines, which then will be included as sections in his thesis.

Involvement in the creative process. The quality of the task independently completed by students depends on the presence of the characteristics of the creative process in it - the attractiveness of the future result, excitement, project competition, collective performance of an interesting task.

Active learning methods. An important motivating factor is the interactive mode of higher education. It is planned to introduce methods of active socio-psychological training into the educational process, first of all-game training, which is based on role-playing, simulation and organizational-activity games.

Participation in competitive events. A motivating condition for increasing the share of students' independence in academic work is their participation in Olympiads and competitions in academic disciplines, presentations of research or applied works. A kind of competition for the professional competence of a future specialist is the organization by a University teacher of a series of speeches by students with thematic messages among schoolchildren, applicants and representatives of the adult professional community.

Stimulating control. The use of a flexible system for evaluating the quality of students' knowledge (cumulative scores, rating, tests, non-standard examination procedures) under certain conditions can cause a desire for competition, which in itself is a strong motivating factor for student self-improvement.

Moral and material encouragement. Encouraging students to work independently can be carried out by well-established means, such as increasing scholarships and paying bonuses for academic and creative achievements.

The personality of the teacher and the manner of teaching. The teacher can act as a model of professionalism and creativity, as a means of conducting classes, helping the student to discover their creative potential and determine the prospects for internal growth. Constant updating of the content of the taught subject and demonstrated readiness for self-education will show that independent work is the norm of a modern professional. When developing tasks for independent work of students, it is necessary to take into account the didactic requirements:

- approximate time limits for completing the task, the logic and structure of the training material, and the practical purpose of the task;
- the nature of cognitive activity aimed at performing certain independent tasks;
- gradual increase in complexity and problems.

Increasing the role of the organization of independent work involves the following areas of activity of the teacher:

- revision of curricula and programs in order to increase the share of independent work of the student on the studied material, including topics submitted for self-study, including with the help of computer methodological tools;
- optimization of teaching methods, introduction of new learning technologies in the educational process that increase the efficiency of teachers, active use of information technologies that allow students to master the educational material at a convenient time;
- improvement of the system of current monitoring of students' work, introduction of a point-rating system and widespread introduction of computerized testing;
- improving the methodology of practical training and research work of students, since these types of educational work of students primarily prepare them for independent performance of professional tasks.

Thus, independent work at the University is a type of cognitive activity that becomes a means of educating such personal qualities as initiative, activity, creativity. The selection of tasks is a creative process for the teaching staff of a higher education.

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ОБУЧЕНИЕ РЕЧЕВОМУ ОБЩЕНИЮ НА РУССКОМ ЯЗЫКЕ

Д.Х. Гафурова, ассистент, Бухарский филиал Ташкентского института инженеров ирригации и механизации сельского хозяйства, Бухара

Annotatsiya. Maqoluda og'zaki nutqga o'rgatish savollari ko'rib chiqilgan. Muallif tushunarli tarzda bu masala bo'yicha bilimlarni chuqurlashtirishga yordamlashadi. Bundan tashqari maqolada rus tilida og'zaki nutqni rivojlantirishdagi qiyinchiliklar ham yoritilgan. Yana muallif og'zaki nutqni rivojlantirishning ko'pgina uslublarini misol tarzida keltirgan.

Kalit so'zlar: o'zaro hamkorlik, o'zaro tushunish, nutqiy faoliyat, shaxsiy muloqot, audio materiallar, video fragmentlar, motivatsiya, stilistik, so'z ishlatish, ko'nikmalar, mahoratlar

Аннотация. В статье рассматриваются вопросы, связанные с изучением темы «Обучение речевому общению». Автор в живой, доступной форме помогает систематизировать и углубить свои знания по данному вопросу. Кроме этого, в статье речь идёт о трудностях при обучении речевому общению. А также автор приводит примеры разных методов по обучению иноязычных студентов речевому общению на русском языке.

Ключевые слова: взаимодействие, взаимопонимание, речевая деятельность, личностное общение, аудиоматериалы, видеофрагменты, мотивация, стилистическая окраска, словоупотребление, навыки, умения.

Abstract. The article discusses issues related to the study of the topic "Training speech communication". The author in a lively, accessible manner helps to systematize and deepen his knowledge on this issue. In addition, the article deals with difficulties in teaching speech communication. And also the author gives examples of different methods for teaching foreign students speech communication in Russian.

Key words: interaction, mutual understanding, speech activity, personal communication, audio materials, video clips, motivation, stylistic coloring, word usage, skills, abilities.

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН
АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, кишлок хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

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**Вестник Хорезмской академии Маъмуна
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Н.Э. Кахарова Лутсорсинг: мировая практика как пример для развивающихся стран	94
Маткаримова С.М. Гастрономия туризмни ривожлантиришда миллий таомларнинг ва овқатланиш анъаналарининг ўрни	96
Мирзаев А.Т. Туристик-рекреация фаолиятини бошқаришда электрон резервлаш тизимидан фойдаланиш афзалликлари	99
Мухитдинова К.А. Автомобиль транспорти корхоналарининг инвестицион фаолияти самарадорлигини таъминлашнинг иктисодий асослари	104
Рахимова М. Минтака экологик-иктисодий тизимларини самарадорлигини ошириш омиллари	107
Рузметов Ш.Б., Абдуллаев Х., Юсубов Н.Н. Место цифровой экономики в социально-экономическом развитии	109
Тажиббаев К. Мева-сабзавотчиликка асосланган агрокластерларни ташкил этиш ва унинг иктисодий самарадорлиги	112
Халмуратов Қ.Н. Минтакада хизмат кўрсатиш соҳасида давлат-хусусий шерикчилигини такомиллаштириш йўллари	116
Худайберганаева С.К. Янги таҳрирдаги солиқ кодексида имтиёزلарнинг белгиланиши	119
Қодирова Д.С. Ўзбекистонда туризм соҳасини ривожлантиришнинг зарурий хусусиятлари	121
ТАРИХ ФАҲЛАРИ	
Бурхонов И.М. Асомиддин Уринбосовнинг илмий фаолияти тарихидан	124
Маткаримова С.М. Поверья, связанные с инжиром и гранатом и их плодами	126
Маткаримова С.М. Приметы и поверия связанные с джиддой, унаби и илиштирик	128
Маткаримова И.М. Хоразм воҳаси никоҳ тўйи маросимларидаги кийим-кечаклар ва нарса-буюмлар билан боғлиқ инончлар	131
Маткаримова С.М. XX аср тарихшунослигида Хоразм воҳаси аҳолисининг таомлари ва озик-овқатлари масаласининг ёритилиши	133
Матчонов Б.Н. Кураш спорт турининг миллий кадриятларимиз билан боғликлигини ўрганишнинг этнографик жиҳатлари	135
Расулова Р.А. Туркистон ижтимоий-сиёсий, маданий-маърифий бошқарув тизимида татарлар	138
Саитқасимов А. Марказий осие алломалари илмий қарашларида инсон ва жамият муносабатлари таҳлили	143
Хатамова З.Н. Южни Скайлернинг “Туркистон” асарини Қўқон хонлиги солиқ тизимини ўрганишдаги аҳамияти	146
Эшмуродов М. Баённинг тарихий асарлари	148
ФИЛОЛОГИЯ ФАҲЛАРИ	
Bekmuratova Sh.A. Nemis tilida juft so'zlarning kelib chiqish tarixi	150
Elmuradova G.K. The notion of text in pragmalinguistics	152
Ganixanova M.B. Features of formation of media competence of technical university students in the process of teaching a foreign language	155
Khamraeva N.Kh. Current research in sociolinguistics	156
Mo'minova O. Chet tili darslarida pedagogik texnologiyalardan foydalanishning ahamiyati	158
Norbekova F.S. Ingliz tilida hazil-mutoyiba gaplarning tarjima usullari va undagi qiyinchiliklar ..	160
Rustamova G.B. O'zbek xalq marosim va udumlarida daraxtlar bilan bog'liq e'tiqodiy qarashlar ..	162
Saparova K.O. To the question of the relationship of phonostilistic means and phonostilistic units ..	165
Valieva H.S. Modern educational technologies in the teaching foreign language	167
Yusupova N.N. Organization of independent work of students at the university	169
Гафурова Д.Х. Обучение речевому общению на русском языке	171
Джураева С.Б. Языковые особенности переводных эквивалентов лексемы «дил» («сердце») в произведении «Та'рихи табари»	174
Имамова З.Т. Техника таълим йўналишида талабаларга француз тилини ўқитиш методикаси	177
Мухаммедова Х. Викториа даври адабиётида ижтимоий роман жанри типлари	178
Носирова С.А. О генезисе общественно-политических терминов в китайском языке	180
Розиқова Г. Махмуд Кошғарий “Девон”ида қўлланган тиббиётга доир суз ва атамаларнинг лексик-семантик таҳлили	187
Сулаймонова Д.А. Техник олий таълим муассасалари талабаларнинг рус тилини ўрганишда лексик компетенциясини ошириш усуллари	191
Тўраева Д.Д. Ўзбек болалар адабиётининг ривожланишида халқ оғзаки ижодининг ўрни	196
Турсунова О.С. Оғзаки нутқ малакаларини ривожлантиришда интерактив	199

Undoubtedly, the use of modern educational technologies in teaching foreign languages activates the cognitive activity of students, which leads to an increase in the effectiveness of training. When implementing the above-mentioned technologies, a mandatory factor is the connection of training with future professional activities. Therefore, students' attention is focused on the importance of a foreign language in their professional development. Teaching a foreign language at a technical University implies professional positioning of the future scientist among colleagues-specialists from other countries. In this regard, there is a need to prepare students for orientation in the multilingual community, to achieve communication goals with the help of innovative technologies.

During the analysis of existing analogues, it was revealed that the existing software products have certain disadvantages associated with the problem of intersubject integration, which is an indispensable condition for the formation of professional competence of students. The convenience of this interface is that the user will not have any problems using the e-learning product. Most importantly, the test results are displayed with an explanation of the answers. The novelty of the created product is that it defines a method for monitoring the results of teaching professional speech to students of technical universities using terminology testing.

The educational process can be intensified by creating a unified system of classroom and extracurricular work in English, as any program topic can continue to be studied independently. The goals of this work are: to improve knowledge, skills and abilities in professional English; to increase motivation and interest in the subject of training, to promote the creative activity of students, to strive to increase the practical knowledge of speech activity; to expand the active vocabulary; multi-sided development of intellectual, emotional-volitional and spiritual-moral spheres of the individual.

Summarizing the above, we can say that the priorities and conditions for teaching students of a non-linguistic technical university a professionally oriented foreign language have changed. Modern information, including multimedia, training programs have an advantage over traditional methods of teaching, as the electronic information environment expands the opportunities for further improvement of foreign language skills. Integration of information and communication technologies through the use of various multimedia programs in foreign language teaching contributes to the successful formation of professional competencies of students of technical universities.

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ORGANIZATION OF INDEPENDENT WORK OF STUDENTS AT THE UNIVERSITY

N.N. Yusupova, teacher, Tashkent State University of Uzbek language and literature, Tashkent

Annotatsiya. Ushbu maqolada oliy ta'lim muassasalarida talabalarning mustaqil ishini tashkillash yoritib berilgan.

Kalit so'zlar: mustaqil ish, ustoz – shogird, ta'lim

АННОТАЦИЯ. В данной статье освещено организация самостоятельной работы студентов в вузе.

Ключевые слова: самостоятельная работа, преподаватель-студент, образование

Abstract. This article covers the organization of independent work of students at the University.

Keywords: independent work, teacher-student, education.

The solution of priority tasks of professional education is connected with increasing the role of independent work of students on educational material and strengthening the responsibility of teachers for its successful implementation. Independent work of students is a self-directed process of transforming educational material into a system of obtaining knowledge, skills and abilities necessary for continuing education, mastering the content of the profession, and developing professional and personal characteristics of a competent specialist. Thus, independent work of