

USING MODERN METHODS IN ORGANIZING INDEPENDENT LEARNING SKILLS IN STUDENTS LEARNING ENGLISH

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Abstract: This article discusses independent learning, which is one of the best ways to improve the creative potential of students studying English in higher education institutions. This article examines the current problems in this area and a number of proposals for creating new methods of organizing independent learning, as well as a number of methodological experiments carried out for this purpose, and provides a detailed description of the methods that can be used in practice. It also discusses the criteria on which the topics of independent work should be determined when developing a curriculum for a subject in higher education, as well as the number of hours that should be allocated to the subject "Independent Learning Skills", and the current demand for both thematic and methodological approaches to independent learning.

Keywords: independent learning, credit module system, critical thinking, active participant, reflector, independent learning topics.

1 INTRODUCTION

The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, Chapter 3, entitled "Strategic Goals and Priority Areas for the Development of the Higher Education System", in Section 1, entitled "Expanding the Coverage of Higher Education, Improving the Quality of Training of Specialists with Higher Education", stipulates that "Increasing the Share of Independent Learning Hours, Developing Students' Independent Learning, Critical and Creative Thinking, Systematic Analysis, and Entrepreneurial Skills, Introducing Methods and Technologies Aimed at Strengthening Competencies in the Educational Process, Orienting the Educational Process to the Formation of Practical Skills, and Widely Introducing Advanced Pedagogical Technologies, Curriculums, and Methodological Materials Based on International Educational Standards into the Educational Process" will contribute to the continuous improvement of students' independent learning and independent work skills, and to the development of the necessary competencies of specialists, creativity, Special attention is paid to the development of research and logical thinking.

2 METHODS AND MATERIALS

Independent learning is a form of education that is focused on the knowledge and skills that a student must acquire in a particular subject and that must be formed in the student, and is carried out mainly outside the classroom on the basis of the teacher's advice and recommendations. Independent learning of a student is organized under the guidance of a teacher (in the preparation of a coursework, course project, theses for conferences, articles, etc.) and without the guidance of a teacher (mainly for the student to independently study and master a certain part of a certain course).

The main goals of independent learning for students are: to enable the student to acquire the skills to independently and thoroughly master new knowledge;

- have the skills to search for the necessary information, identify convenient methods and tools for learning;
- effectively use information sources and addresses;
- work with educational and scientific literature, regulatory documents;
- work with electronic educational literature and data banks;
- effectively use the Internet;
- analyze the database;
- determine a rational solution to the assigned tasks;
- have a systematic and creative approach to completing tasks;
- be able to obtain scientific information independently from educational and scientific literature;
- be able to independently complete practical tasks (independent work) in practical classes and defend independent work among the responsible teacher and students in the group, etc. In most cases, students work independently, learn to self-manage, control and evaluate themselves, which allows them to understand their activities, acquire knowledge and skills. It allows you to identify, see your mistakes, and fix them.

3 RESULTS AND DISCUSSION

In today's globalization environment, it is appropriate to use advanced pedagogical technologies and active methods in the educational process, to introduce newly developed technical means, to encourage more students to work independently, to widely use various ways of teaching from best practices. Another important aspect is that it is necessary to ensure the effective organization of teaching special subjects in order to develop the inclination, abilities, knowledge and skills of students studying in the higher education system towards their chosen profession, and to form them as specialists in their chosen fields.

Activation of learners allows them to develop their independent learning skills. As a solution to the problem of developing students' organizational skills in the process of independent learning, I can say that the gradual transition of the educational process in higher education institutions to the credit-module system is necessary. The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 provides for the transition of 85% of all higher education institutions (HEIs) in the republic to the credit-module system by 2030, including 33 higher education institutions in the 2020/2021 academic year alone.

The credit-module system is a process of organizing education, which is a set of modular teaching technologies and an assessment model based on credit measurement. Its implementation as a whole is a multifaceted and complex systematic process. The credit-module principle emphasizes two main issues:

- ✓ ensuring independent work of students;
- ✓ assessing students' knowledge based on ratings;

Therefore, the credit-module system is not only a means of conducting classes based on innovative educational technologies, but also training students to learn independently, to have a new

attitude towards education, to acquire the necessary and deep theoretical knowledge and to form practical skills based on the demands of the labor market.

In the process of learning English, the student is encouraged to learn independently through interactive methods and is required to think independently. In this case, the teacher is not a provider of knowledge and an evaluator, but a facilitator (derived from the English word facilitate, which has a positive effect on the course of a process and creates appropriate conditions for it). The student is required to be able to demonstrate his independently learned knowledge in the classroom through various interactive methods and to teach others. The content of the recommended independent work.

Independent work topics are developed by the subject teacher and students. The topics should consciously direct the student to independent learning. In this case:

- sensory learning styles (visual, audio, kinesthetic, tactile);
- Haney and Mumford classification of learning styles (theoretician, active participant, reflective, pragmatic);
- introvert and extrovert;
- the main emphasis is on the rational use of effective learning styles for good learning.
- assessing one's own language proficiency level according to generally recognized international standards (CEFR);
- SMART goals;
- setting a goal for learning a foreign language;
- effective use of time in and outside the educational institution;
- combating stress (mental strain);
- identifying and personalizing tasks;
- effective use of libraries;
- purposeful and effective use of the Internet;
- avoiding plagiarism;
- improving memory;
- preparing for assignments and tests;
- gradual acquisition of educational skills;
- completion of practical tasks;
- independent reading;
- discussion of current topics;
- critical discussion of texts/articles/video materials;

The knowledge acquired in the subject "Independent Learning Skills" will be useful for students in their future professional activities. The knowledge and skills acquired in the subject will be useful in making independent decisions, finding solutions to problems, and motivating employees to work in the process of carrying out professional activities in foreign joint ventures, international organizations and their branches in our republic, embassies and consulates, travel agencies, publishing houses and editorial offices, notary offices, and translation companies.

4 CONCLUSION

The modern stage of reforms in higher education requires the preparation of highly qualified competitive personnel with spiritual, cultural and ethical qualities, capable of ensuring the advanced

scientific and technical, economic, social and cultural development of Uzbekistan at the level of democratic highly developed countries. The content of education in higher education is one of the main means of developing the personality of specialists, providing deep fundamental knowledge and practical training of scholars. In the process of successful independent education, the role of the teacher, as a specialist who imparts knowledge, is transformed into the role of a "coach" who helps students master the strategies necessary for learning. The main type of activity of the teacher is to help students form their own ideas about the goals of education. The concept of autonomous learning is often associated with other approaches to education, such as "personalization" and "student-centered learning." Discussions of autonomous learning often occur in the context of important issues such as the roles and relationships between students and teachers, as well as the role of information and communication technologies in the learning process.

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