

INDEPENDENT STUDY IN ENGLISH CLASSES

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Abstract: *Formation of skills of independent work and creativity in future teachers is primarily formed through group work, individual tasks and exercises, tasks performed at home. This article discusses the formation of these skills.*

Keywords: *independent study, independent work, self-study, English language teaching, future teacher.*

Introduction

In the science of modern pedagogical psychology, the concept of "independent working activity" is clearly scientifically defined by researchers, and it is explained as follows.

- "Independence" is a multifaceted pedagogical and psychological process, which is not a simple phenomenon concept, but a high-thinking, high-quality educational activity of a person. That is, it is considered that the learner achieves the goal without the help of anyone in the learning situation based on a specific goal;

- "Self-activation" is a subjective state, which is explained by personal, individual activities, as well as setting higher goals, satisfying spiritual needs, and using opportunity motives;

- "Self-activation" - this is explained by the struggle of internal motives in the subjective activity of a person, through which the activity of cognitive processes increases;

- "Self-organization" - appears in the mental ability of a person to acquire knowledge, it is explained by the student's mental, intellectual, emotional capabilities in front of the problem, as well as the strength of willpower in solving the problem and the limit of defining goals;

- "Self-management" - initial perceptions of psychological well-being or knowledge and skills at the start of an activity. Through this situation, the student independently manages the processes in the performance of tasks;

- "Self-control" is the most basic component of the performed activity, in which the level of the person is determined through the performed and mastered knowledge.

It is known from these classifications that independent work activity is an effective learning activity for every pedagogue, and it is considered one of the pedagogical laws of the development of mental, intellectual, emotional, high-purpose subjective experiences of a person [1].

Main Part

According to the rule, the formation of skills of independent work and creativity in future teachers is primarily formed through group work, individual tasks and exercises, tasks performed at home. According to some researchers, the formation of these skills is carried out as follows [2]:

- Fixed time for tasks;

- specific task given by the teacher (group, individual); - Non-participation of the teacher in the performance of the task;

- Mental and physical efforts of students in the successful implementation of the goal;

- Work result, etc.

According to the researcher L.D. Stolyarenko, an exemplary teacher and his creative activity are distinguished by five important psychological qualities [3]:

1. Researching new knowledge, independent thinking or pursuing new knowledge;
2. Processing of knowledge, performing independent educational and practical tasks;
3. The practical nature of understanding knowledge and its formation;
4. The ability to overcome difficulties that arise in the performance of tasks;
5. Socio-psychological function.

Based on the achievements of the science of psychology, the shortest definition of the educational process can be given as follows: the educational process is considered a unique management process, in which the educational objects are influenced in a targeted manner. In a certain sense, it can be noted that in the process of education, knowledge is organized and transmitted. For the successful implementation of this process, pedagogically special educational models are implemented. The state of development of pedagogical methods of activating and forming the ability of future teachers to work on themselves for the first time corresponds to the end of the 19th and the beginning of the 20th century. As a result of trying to develop students intellectually by using special educational methods in the teaching process, the following educational methods were developed [4]:

- Heuristic method (G. Armstrong);
- Experimental-heuristic method (A.Ya. Gerd);
- Laboratory-heuristic method (F.L. Winterhalter);
- Method of laboratory lessons (K.P. Yagodovsky);
- Natural and scientific education (A.P. Pinkevich), etc.

According to pedagogue I.E. Yarmakaev, a successful creative teacher should have a meaningful teaching style and perform the following psychological functions [5]:

1. Instrumental function. In this, skills and qualifications are formed in certain educational subjects;
2. Gnostic function. In this, knowledge is formed and the thinking of pupils and students is developed;
3. Communicative function. In this, certain social and psychological skills are developed. For example, communication skills are formed. Also, certain technologies are used for each function: game exercises for instrumental function, didactic technologies for gnostic function, role-playing games for social psychological function.

A unique psychological interpretation of issues such as the professional development of future teachers and the formation of their skills to work on themselves is also reflected in the works of Dj Dewey, one of the foreign researchers. According to the author, a properly organized education must be problematic. Unlike the traditional system, the teacher should introduce new, unused solutions to the topic. Therefore, according to the definition, modern pedagogical psychology should be a supporter of introducing active learning methods instead of "traditional education". According to this approach, in education, the teacher now becomes an active teacher, and he becomes an innovator who helps to solve the problems of students [6].

N.D. Levitov said that the levels of mental development and independent work ability of future teachers are evaluated by the following criteria:

- With independence of thought;
- With the speed and consistency of mastering the educational material;
- With the speed of mental reasoning when solving non-standard tasks;
- Deep penetration into the essence of the phenomena being studied;
- With the lack of inclination of the mind to critical anti-arrogant judgments. The author, unlike other researchers, tried to explain the success in independent work on himself with the characteristics of cognitive processes [7].

Conclusion

In contrast to the above considerations, B.S. Blum offers the rules of taxonomy as a unique way of mastering the knowledge of the field in students. According to B.S. Blum, the student's ability is measured by the speed of learning the learning material²². The researcher studied the subject's ability to master the learning material under the conditions of an unlimited time unit. And finally, there was an opportunity to divide students into the following categories [7]:

- Students with low ability. Examinees in this category are unable to cope with the tasks even when given sufficient time to acquire the skills and knowledge to master the study materials;
- Talented students. They have a high rate of assimilation of educational materials and they perform any educational task in a quick time;
- Normal students. Such students cover about 90% of the total number of students, and their ability to acquire knowledge and skills depends on the amount of study time spent on acquiring them.

According to the content of this approach, the role of abilities in the process of acquiring knowledge is more focused. That is, the acquisition of any knowledge is determined by interest, ability, motivation, etc.

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