

STRATEGIES OF A STUDENT IN MASTERING A FOREIGN LANGUAGE

Iroda Iminakhunova

Tashkent medical academy Fergana branch
Fergana, UZBEKISTAN

ABSTRACT

This article discusses the use of various materials from the language portfolio, how a student can use their opportunity to compare their level of English proficiency with other levels of their fellow students in the study group, as well as with specific European standards, thereby determining the most rational methods and ways to improve their skills, knowledge and skills. As well as the language portfolio, is designed to provide a rational approach to the organization of independent activities of students to master the studied English language.

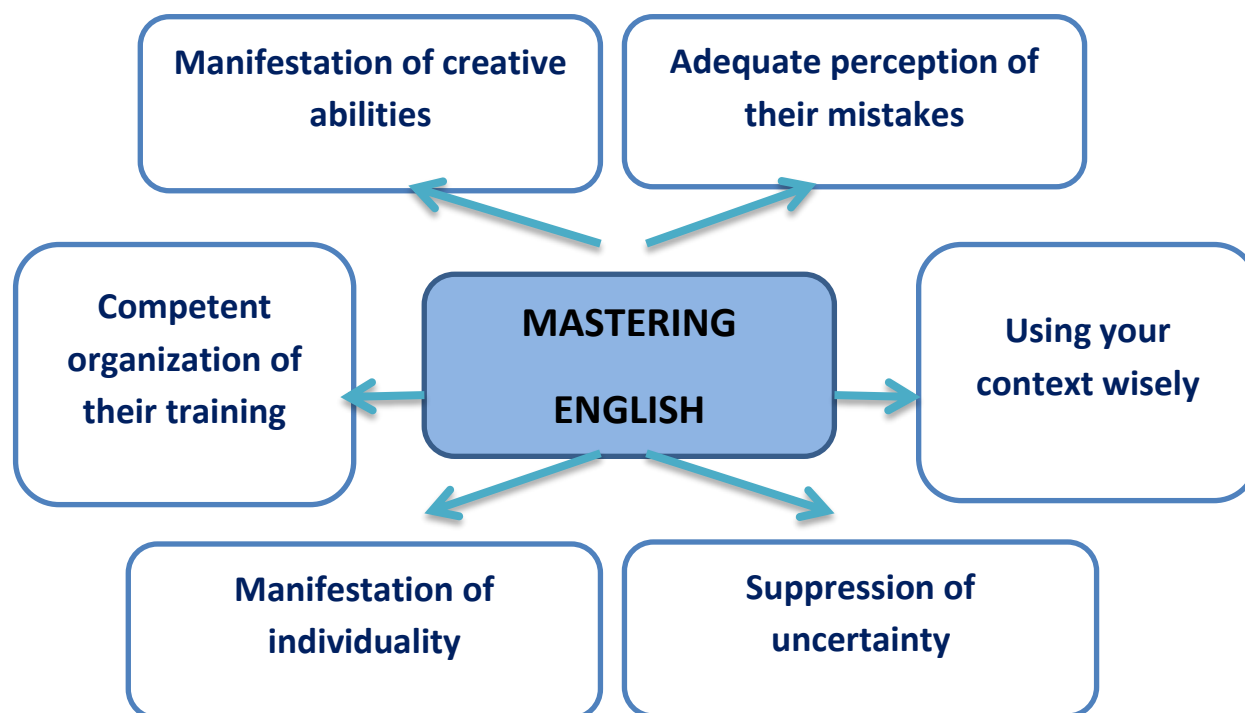
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INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the Republic of Uzbekistan, topical issues of training of highly qualified specialists are based on the deep introduction into the educational process of advanced pedagogical technologies, curricula and teaching materials based on international educational standards, and taking into account the development of modern professional and creative abilities of students, scientific and pedagogical personnel, the effective use of interactive methods to work with young audiences, improve and radically improve the quality level of higher education.

The basis of successful self-education is properly organized regulation of their educational and cognitive activity, knowledge of the rules, techniques and methods of self-education, as well as the ability to use them. Obviously universal nature of self-educational activity requires appropriate modification of the content of educational material and organization of educational process, technology and methods of teaching foreign languages at all stages of education.

With the centered learning technology, which, in our opinion, can also be considered as a further development of the methodology of communicative learning, effective communication in English can become even more fruitful, thanks to the pre-established partnerships between teachers and students, as well as the creation of special conditions for the deep disclosure of personal qualities of the students themselves. With all this, the main purpose of teaching in the centered learning technology is the autonomy of students in the process of learning, and the students themselves should know how best to learn. For this purpose, students can choose for themselves special strategies in mastering the English language, while regularly using them in the educational process. In our opinion, there is a special list of such strategies (Scheme).



Scheme. The strategy of the student in the mastery of English language

Distance learning. This form of organization of the educational process provides a form of distance learning using computer and telecommunication technologies. It is in this form of training, students can independently perform the proposed training tasks for them, which are also checked by the teacher (for example, in person, like distance learning), or by e-mail.

The main feature of such training is considered to be the indirect nature of communication (ie telecommunications) in the format of "teacher–student". Distance learning courses can be designed for detailed and thorough planning of the student's activities, providing him with the necessary teaching materials, effective feedback, as well as maximum interactivity with the teacher himself.

Today, many different options have already been developed for the organization of distance learning of foreign (in particular English) languages, with the evidence base on the effectiveness of this form of training. It is also important to note that distance learning today allows us to make extensive use of our socio-cultural and educational values available on the Internet, as well as to study under the guidance of experienced teachers, thereby regularly improving their skills and deepening their professional skills. And in connection with the planned large-scale computerization of all educational institutions of our country, we can consider distance learning as one of the most promising and reliable forms of education related to the system of modern and advanced technologies.

Interactive teaching methods. This group of modern methods is based on interactionism, which is one of the most popular concepts in modern education. In terms of this concept, an effective understanding of social interaction of a certain group of people as interpersonal communication is proposed, where the most important feature is the ability of each person to "accept the role of another", namely, to imagine how it can be perceived by a communication

partner and, accordingly, to interpret such a situation with the construction of their own further actions. One of the Central ideas in interactive teaching methods is the development of students' critical thinking in the form of constructive intellectual activity, through which it can offer a meaningful perception of the information received with its subsequent assimilation. Note that critical thinking is a complex mental process that begins with the introduction of new information and ends with the adoption of a decision.

In terms of interactive teaching methods, special training bases have been developed, which consist of:

- challenge stage;
- semantic stage;
- stage of reflection.

At the challenge stage, students should awaken interest in a new topic in learning, where students, based on their previous knowledge and skills (in particular, linguistic), are able to make their own predictions about the content of the new information received.

The stage of comprehension is characterized by the ongoing work with the text, where new material is studied, while the students themselves integrate the ideas that are embedded in the text with their own, in order to come to the necessary understanding of the new information.

At the stage of reflection (or reflection), students should reflect on the information received, trying to consolidate it.

Language portfolio as a modern learning technology. This type of training is a certain set of documents in which the owner can record their special achievements, qualifications, experience in the possession of the foreign language being studied, as well as various types of work performed during the training and evidence of its respective successes.

Using various materials from the language portfolio, the student himself can use his opportunity to compare his level of English with other levels of his fellow students in the study group, as well as with specific European standards, thereby determining the most rational methods and ways to improve their skills, knowledge and skills. Thus, the language portfolio is designed to qualitatively provide a rational approach to the organization of independent activities of students to master the studied English language.

Large-scale implementation of the language portfolio in the system of linguistic education began in early 2001 (it was the European year of languages), which received the most positive reviews in the educational literature. And based on the European language portfolio, a serious development of national variants of the language portfolio began, which would take into account both pedagogical traditions in the study of foreign languages and national and cultural characteristics.

Education technology referred to as "Case study". The technology learning occurred within the walls of Harvard business school in the mid-twentieth century, receiving further extensive use in the preparation of qualified specialists in various specialties, but especially in the field of management, Economics, law, and later in foreign language teaching and training in the field of teaching.

The essence of the case study, in our opinion, is that students are provided with a certain set of educational materials that are in a special folder (or case). Students are invited to familiarize themselves with the available materials, to comprehend their content and to understand the

essence of the problem, which may not have a clear solution. At the English language classes, working with case technologies can carry a special improvement of students' communicative competences with their active participation in the discussion of the problem situation set before them.

The use of such technology in English classes will effectively contribute to the activation of the educational process and is a special tool for the formation of cognitive, creative and linguistic capabilities of each student. The use of case-technology also leads to an increase in the intensity of the pedagogical process, which provides a variety of different forms of interaction among its participants, because the essential characteristic of this technology is the focus on interpersonal communication with the impact on the social and mental structure of the learner.

As a result, the organization of problem-based learning, which is aimed at finding a group solution with its subsequent discussion, protection during the mandatory discussion—all this contributes to the effective development of communication and thought processes in the communication of all participants of training sessions in a business game.

In the course of the study it was noted that the development and management of self-educational activities of students can have a stadial-level character, which ultimately determines the necessary level of preparedness of students for self-education. And in accordance with this provision, we have carefully developed a special criteria and diagnostic framework that allows you to identify the level of self-education of students, qualitatively carry out diagnostic work, as well as to identify special areas of work with students. We have also identified the following criteria for self-education: awareness; theoretical preparedness; positive attitude to self-education; the use of acquired information in practice; the ability to gain knowledge through various sources of information; effective skills for self-organization and self-regulation with adequate self-assessment of their activities, etc.

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