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Methodological Foundations of the Organization of Independent Work of Students of Technical Heis in Teaching English

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Abstract: This article discusses the methodological foundations of the organization of independent work of students of technical universities in teaching English. The various approaches and methods used for the effective organization of independent work, as well as the factors influencing its success, are analyzed. Special attention is paid to the role of the teacher in the organization and control of independent work of students. Based on the analysis, recommendations are proposed to optimize the process of organizing independent work of students of technical universities when teaching English in Uzbekistan.

Keywords: independent work, English, methodology, technical university, Uzbekistan.

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Introduction

Independent work of students is an integral part of the educational process in higher education institutions. In the modern world, where knowledge of English is becoming increasingly in demand, the organization of effective independent work for students of technical universities in learning English becomes particularly relevant [1].

The purpose of this article is to examine the methodological foundations of organizing independent work for students of technical universities in learning English, analyze existing approaches and methods, and offer recommendations for optimizing this process in the context of Uzbekistan.

Materials and Research Methods

The problem of organizing students' independent work is the subject of research for many scientists. B. Eshchanov's work [2] examines various types of independent work and their role in developing language skills. The author emphasizes the importance of systematicity and consistency in organizing independent work.

J. Jalolov's study [3] analyzes factors influencing the effectiveness of students' independent work in learning English. These factors include motivation, level of language proficiency, availability of necessary resources, and others.

Significant attention is paid to the role of the teacher in organizing students' independent work. N. Khaydarova's work [4] emphasizes that the teacher should not only provide necessary materials

and assignments but also carry out regular monitoring and evaluation of the results of independent work.

S. Mirzaeva's article [5] examines the experience of organizing independent work for students of technical universities in learning English in Uzbekistan. The author notes the need to consider the specifics of technical specialties and develop appropriate educational materials.

Results and Discussion

Based on the conducted literature analysis, the following key points can be highlighted:

Independent work is an important component of the English language learning process in technical universities and contributes to the development of students' language skills and abilities.

The effectiveness of independent work depends on several factors, such as student motivation, their level of language proficiency, and the availability of necessary resources and materials.

The teacher plays a key role in organizing and monitoring students' independent work. They must provide necessary materials, assignments, and carry out regular monitoring and evaluation of results.

When organizing independent work for students of technical universities, it is necessary to consider the specifics of their specialties and develop appropriate educational materials.

The analysis shows that organizing effective independent work for students of technical universities in learning English requires a comprehensive approach. It is necessary to consider individual characteristics of students, their level of language proficiency, motivation, and interests [6].

Special attention should be paid to developing educational materials and assignments for independent work. They should be diverse, interesting, correspond to the level of students' preparation, and the specifics of their specialties [7].

The use of modern information technologies plays an important role in organizing independent work. They allow expanding students' access to educational resources, ensuring interactivity and feedback [8].

It is also necessary to pay attention to developing self-control and self-assessment skills in students. They should be able to adequately evaluate their achievements, identify gaps in knowledge, and plan further independent work [9].

The experience of organizing independent work for students of technical universities in learning English in Uzbekistan shows that there are a number of problems and difficulties. These include insufficient provision of educational materials, weak student motivation, and a shortage of qualified teachers [5]. To solve these problems, systemic measures are needed at the level of universities and the state.

Let's consider some aspects of organizing independent work for students of technical universities in learning English in more detail.

One of the key factors in the success of independent work is student motivation. Research shows that students with high levels of motivation are more actively and effectively engaged in independent work, achieving better results in learning English [10]. To increase student motivation, it is necessary to use various methods and techniques, such as creating situations of success, encouraging initiative and independence, and using game and creative tasks [11].

Another important aspect is providing students with quality educational materials for independent work. These materials should be relevant, authentic, correspond to the level of students' language proficiency and their professional interests [12]. It is advisable to use both print and electronic

resources, including textbooks, manuals, reference books, audio and video materials, online courses, and programs.

The organization of control and evaluation of the results of students' independent work is also of great importance. Control should be regular, systematic, and cover various types and forms of independent work. It is important to use not only traditional methods of control ***(tests, control works)*** but also alternative forms of assessment, such as portfolios, projects, and presentations. This allows for a more complete and objective picture of students' achievements and develops their reflective skills.

Special attention should be paid to the role of the teacher in organizing students' independent work. A modern teacher should act not only as a transmitter of knowledge but also as ***an organizer, consultant, and facilitator*** of students' independent learning activities. They should be able to create conditions for active and productive independent work, provide necessary support and assistance, and stimulate students' cognitive activity and independence.

Equally important is the issue of developing students' skills and abilities for independent work. As practice shows, many students experience difficulties in organizing their educational activities, time management, and information search and processing. Therefore, it is necessary to specifically teach students strategies and techniques for independent work, develop their **metacognitive skills *(goal setting, planning, self-control, self-assessment)***.

In the context of Uzbekistan, organizing independent work for students of technical universities in learning English has its own specifics. On one hand, the country pays great attention to the development of technical education and improving the level of English proficiency among future specialists. On the other hand, there are a number of problems and difficulties associated with insufficient material and technical base of universities, lack of qualified teachers, and low student motivation. To solve these problems, comprehensive measures are needed at the state and university levels, including modernization of educational and methodological support, teacher training, and introduction of innovative technologies and teaching methods.

Thus, organizing effective independent work for students of technical universities in learning English requires consideration of many factors and conditions. It is necessary to create a favorable educational environment, provide students with quality educational materials, develop their motivation and independent work skills, and carry out regular monitoring and evaluation of results. An important role in this process belongs to the teacher, who should act as an organizer, consultant, and facilitator of students' independent learning activities. Only with a comprehensive and systematic approach can high results be achieved in teaching English and training qualified specialists for various sectors of the Uzbek economy.

Conclusions

Thus, organizing effective independent work for students of technical universities in learning English is an important task requiring a comprehensive approach. It is necessary to consider individual characteristics of students, develop quality educational materials, use modern information technologies, and develop self-control and self-assessment skills.

The experience of Uzbekistan shows that there are a number of problems in organizing independent work that require solutions at the university and state levels. It is necessary to provide students with quality educational materials, increase their motivation, and attract qualified teachers.

Further research can be directed towards developing new methods and approaches to organizing independent work for students of technical universities, creating innovative educational materials, and studying the experience of other countries in this field.

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