



SOME PEDAGOGICAL ASPECTS OF ORGANISING SELF-STUDY OF THE STUDENTS IN CASE OF THEIR EFFECTIVE LANGUAGE ACQUISITION

Yagyaeva Elvina Bakhtiyarovna

Ferghana State University, doctorate studentyagyaeva@mail.ru

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ABSTRACT

Actually with an increasing demand of time and technology development there are simultaneous intends the educational system to change and in accordance with the changing standards it greatly influences in its turn on methodology of teaching major and optional subjects and, of course, the ways the materials are presented to the learners. The article briefly reveals some pedagogical aspects of organizing self-study via the point of self-organization which can be the basis for the conscious cognition of the importance of the process of a foreign language acquisition is to be carried on.

INTRODUCTION In the rapidly developing world, a crucial attention is paid to supporting

self-study education through the inevitable widespread introduction of informational and communicational technologies in the educational process, creating a base of educational resources and increasing the efficiency use of it. Reforms initiated and carried out in our country reveals the necessity of improvement of the methodological conditions for the implementation of different resources into the teaching of a foreign language, the use of opportunities such as strengthening the material and technical bases of educational institutions, creating the necessary conditions for pedagogical activity of teachers, encouraging students by using multimedia educational resources, advanced pedagogical and modern information technologies to increase efficiency humanitarian sciences, particularly in foreign languages.

LITERATURE REVIEW AND METHODOLOGY In the “Strategy for further development of Higher education in the Republic of Uzbekistan”, the prior tasks are to “in-depth study of such important and relevant sciences as foreign languages, mathematics, computer science, improving and increasing the quality of secondary specialized education which is considered to be a basis for the higher educational purposes”. A great importance is emphasized to the improvement of the methodology for organizing self-study educational activities of students in the study of the subject of a foreign language. Adapting of the educational process to



modern requirements, modernization on the basis of developed foreign experiences under ensuring the effective organization of self-study work of students is an important. In this regard, the scientific and methodological support of the educational process should be formed taking into account the transformation of the student's position from the learning object to the conscious subject of educational activity. Within the course of an educational training, young specialists should develop not only competences and practical skills that will enable the graduate to be prospective in the future profession, but also the ability to be familiar with the related areas of professional activity. Moreover, the formation of practical skills to manage their own educational activities inevitably occurs against a background of increased activity in the student's behavior.

According to Landwehr and Müller (2008), three forms of self-study can be differentiated: Free self-study is characterized by students freely engaging with specific topics and content, which can be completely independent of specific modules and are not prescribed in the curriculum. Thus, engagement in free independent study is primarily dependent on students' individual interests and personal commitment. Nevertheless, universities can support such activities by awarding credit points for them, for example, by offsetting them in the ECTS total in the context of theses, service learning, or campus credits.

RESULTS The education quality, revealing in its effectiveness and efficiency today, when a significant part of the work on educational information is transferred directly to the students themselves, depends on the level of students' self-study of educational activities. The analysis of psychological and pedagogical research allows us to state that the ability to organize educational work undoubtedly is one of the aspects of education self-management, as it creates an opportunity to plan and estimate rationally, correct timely and improve the learning process itself, as well as the results of educational activities. Moreover, the formation of practical skills to manage their own educational activities inevitably occurs against a background of increased activity in the student's behavior. The relevance of the studied problem – the skills formation of students' educational activities self-study during the training organization at a technical university is manifested in the fact that self-study, as an essential component of the educational process organization system, provides an improvement in the education quality, reflecting the state-dictated requirements for its modernization on the innovative society formation. The purpose of the study is to determine the importance of self-study for the professional training of the students from a technical university on the basis of a multispect consideration of the self-organization phenomenon, to establish factors that influence the process of self-organization skills formation and to make suggestions on developing the ability of students to organize their educational activities independently.

DISCUSSION According to Landwehr and Müller (2008), three forms of self-study can be differentiated: Free self-study is characterized by students freely engaging with specific topics and content, which can be completely independent of specific modules and are not prescribed in the curriculum. Thus, engagement in free independent study is primarily dependent on students' individual interests and personal commitment. Nevertheless, universities can support such activities by awarding credit points for them, for example, by offsetting them in the ECTS total in the context of theses, service learning, or campus credits. Individual self-



study is assigned to individual modules, but not through specific structured learning activities. Accordingly, there is no structuring assignment guidance and no contact support by instructors. In accompanied self-study, students work in a self-organized manner-individually and in groups-to complete given assignments. The phenomenon of self-organization is considered in application to various aspects of educational activity, from the formation of the skills of its rational management to the self-realization of a person in the educational process in numerous Russian and foreign studies. Self-organization is defined both as a person's conscious work on himself to improve intellectual and emotional character traits, and as the ability to adopt the experience of previous generations in the field of rational organization of mental work, and as a process of conscious and purposeful construction of his personality. In this study, self-organization will be understood as the activity of the subject of training, which is motivated by the goals of self-government and the improvement of the educational process and is aimed at the rational organization of educational work. Self-organization is manifested in the student's ability to organize educational activities rationally and complete tasks gradually, to take into account intermediate results in order to carry out correction of educational activities and improve its organization on the basis of the conscious application of knowledge, skills and abilities. The educational activity itself is a specific kind of human behavior aimed at obtaining certain knowledge, abilities and skills as the basis of future professional activity, as well as the development of personal and professional qualities necessary for such an activity. Based on the above-mentioned understanding of the self-organization of educational activity, six general skills, that are expressed in abilities, may be identified:

- 1) to set and realize educational goals during curriculum disciplines studying and to be recognize the ways to achieve the set goals;
- 2) to analyze the situation and to formulate a problem that must be solved in the process of one's own educational activity on the basis of analysis;
- 3) to draw up a plan to solve the problem and formulate the tasks;
- 4) to control activities in accordance with specific tasks and solutions;
- 5) estimate the consequences and outcomes of solving problems and achieving goals;
- 6) the ability to adjust the implementation of educational activities and improve the organization.

It is difficult to overestimate the importance of student's self-organization skills as an individual and as a future professional:

- significantly reduces the inherent resistance of all students to the pedagogical impact and increases susceptibility to pedagogical requirements,
- activates all types of activities, encouraging them to exert counter efforts for their learning and development;
- significantly facilitates the work of the lecturer, freeing him from the need to force and hurry;
- contributes to the pursuit of self-knowledge, self-determination and self-realization;
- develops sense of responsibility for one's own actions or inaction, contributing to a healthy socialization of the individual.



The formation of each component of self-organization of a future graduate can be considered as the basis for his personal development and achievement of success in the professional field. Scientific and technical activity is a special area of society, aimed at meeting its needs and expressed in the manifestation of human mental abilities, aimed at finding new knowledge. Scientific and technical activity can be expressed in creating new scientific results and technical innovations, introducing the results of new developments (organization of technological and production processes, conducting marketing research, etc.), alienating or transferring intellectual rights to the results of scientific and technical activities (conclusion of license agreements, franchising activities, etc.).

CONCLUSIONS On the base of the analysis of the results of the scientific and pedagogical research and its results, we came to the following conclusions:

- 1) The attention should be paid to the development of students' regulatory skills in future professional activities. Improving the education quality in the higher education is impossible to imagine without developing a system for acquiring students' skills in the independent organization of educational activities that will allow them, taking into account the person's individual characteristics, to spend their energy rationally and organize their life activities in the most optimal and most effective way purposefully.
- 2) The motivation formation should be carried out based on the characteristics of the educational process content in a particular university. Using existing recommendations, university lecturers should learn to convince the students to understand themselves as an independently programmable intelligent beings, capable of developing essential forces and achieving success.

The study of pedagogical literature and our own research on the problem allow to regard that self-study is an important component of the educational process.

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