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## ORGANIZATION OF INDEPENDENT EDUCATION IN TEACHING RUSSIAN TO STUDENTS

Mamura Erkinovna Khakimdjanova<sup>1</sup>

*University of Journalism and Mass Communications*

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independent learning,  
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clear goals and objectives,  
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development of  
sociolinguistic competence,  
curriculum

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### ABSTRACT

Student independent work is a systematic activity aimed at the acquisition of a certain part of the knowledge, skills and competencies defined in the curriculum of a particular subject by the student in the classroom and outside the classroom on the advice and recommendations of the science teacher. The formation of skills and competencies is one of the forms of education in which the level of mastery is carried out and is an independent activity of students, regularly supervised by a teacher.

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<sup>1</sup> Senior Lecturer of the Department of Foreign Languages, University of Journalism and Mass Communications, Tashkent, UZB

## **INTRODUCTION**

According to the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" approved by the Decree of the President of the Republic of Uzbekistan on October 8, 2019, 85% of universities in the country will gradually transition to credit-module system by 2030. credit-module system was introduced. According to this concept, all universities in the country will operate in the credit-module system until 2030. The introduction of the ECTS credit-module system will ensure positive results in the process of modernization of the higher education system. The ECTS credit-module system is based on clear principles, including the organization of student-centered learning in the higher education institution, achieving transparency in education, strengthening flexibility in education and strengthening student mobility. Learning outcomes in the credit-module system are the necessary knowledge and skills expected to be learned, understood and able to achieve the goals of the bachelor's and master's degree programs by the university as a result of students' workload during the courses is the sum of That is, if we analyze the practice of universities operating in the ECTS credit-module system, we can observe that the ratio of classroom and independent study hours in subjects and modules, most of which have classroom hours, averages 40% to 60%. For every 1 hour of lessons assigned to a particular subject, the student will have to study independently for an hour and a half outside of class, independently prepare assignments and tasks.

## **MATERIAL AND METHODS**

Indeed, the skill of an independent, modern, intellectual, competitive, communicatively competent teacher of the XXI century is not only to teach students the knowledge available in textbooks, but also to help them work independently, think creatively, logically, be aware of modern science and technology. effective use of innovative information and communication technologies, increasing the level of literacy in foreign languages, teaching them to independently prove their ideas in front of the group. If the student is self-employed and works tirelessly on himself, he will be able to master the knowledge, skills and abilities necessary to become a professional in the field of science and the chosen profession.

According to the ECTS credit-module system, a student will need a total of 240 academic credits at the completion of the bachelor's program and a total of 120 academic credits at the master's degree to become an expert in the chosen field. It is planned to accumulate 50% of these loans (120 credits for bachelor, 60 credits for master's education) at the expense of compulsory subjects, and the remaining 50% at the expense of elective subjects (students' interests and desires, subjects that can be studied on the basis of future plans). Academic credit is a symbolic unit of measurement that is regularly collected by a student in order to achieve this level of education at a certain stage of higher education, which means that the student has completed a certain amount of workload and successfully mastered certain learning outcomes.

It is known that students' basic knowledge, skills and abilities are formed only in the process of independent learning, the ability to act independently develops, and they develop

an interest in independent creative work. Not all of these requirements can be inculcated in their minds during the course of a lesson alone. Therefore, we meet these requirements through independent study, ie according to the requirements of the ECTS credit-module system, for 1 hour of classroom time, the student must study 1.5 hours outside the classroom, at home or in the library, constantly searching for himself. will also depend on their responsibilities. In order for students to use their time effectively, they need active methods of teaching (project-based learning, problem analysis, critical approach to the problem, criticism, discussion, teamwork, presentation), as well as modern methods for independent reading outside the classroom. One of the main tasks of every university teacher is to provide interesting interactive audio, video teaching materials, case studies, authentic assignments in science with the widespread use of e-learning tools.

The organization of independent education, the choice and requirements for independent study tasks, the problem of developing independent learning skills, communicative competence of future English teachers have been studied in the research work of foreign methodologists, linguists, pedagogical scholars. such concepts as "autonomy", "autonomous learning", "language learner autonomy", "independent learning skills" have become widely used. Autonomous learning implies the principle that one should take maximum responsibility for "independent learning", "self-education" and "independent learning".

The European Language Portfolio (ELP), developed by the Council of Europe's Language Policy Program on the basis of the "European Language Competence: Learning, Teaching and Assessment" (CEFR) qualification requirements, also includes learner autonomy, plurilingualism and aimed at improving the development of intercultural awareness and communicative competencies, the ELP encourages learners to take responsibility for language learning i.e. the need for independent learning. (Descriptors are relatively easy for students to understand, so they can see what they are aiming for and achieving. If students can see that they are making progress, they will be more satisfied).

V. Littlewood (1997) explains that English language teachers have autonomous (independent) learning skills and the need to organize independent learning as follows:

1. English teachers aim to develop students' ability to communicate independently of language in live situations.
2. English teachers aim to help students do independent and active classroom and extracurricular activities so that they can learn independently.
3. English teachers should help students develop the motivation, confidence, knowledge and skills required to communicate more independently, learn more independently and be independent as an individual.

Accordingly, the autonomy of a future English teacher, the development of independent learning skills, self-education, the development of knowledge, skills and competencies through regular independent learning encourage him to become an active and creative teacher throughout his career. This means that a future English teacher learns to work independently, self-educates, and independently forms knowledge, skills, and

competencies through the subject of “independent learning skills” from the earliest stages of independent learning so that the foreign language learner can master the studied foreign language at C1 level for four years. This, in turn, increases the need and need for the formation of independent learning skills in the development of the necessary communicative competencies, sociolinguistic competence for the future foreign language teacher.

The materials selected for independent study of English will help students to consolidate their knowledge, acquire new knowledge, increase creative activity, develop practical skills and abilities, as well as prepare students for active life in classrooms focused on specific goals and objectives.

Curriculum materials aimed at developing the sociolinguistic competence of future English teachers in the process of independent learning can be used to study and supplement the topics of the working curriculum, to use the knowledge and skills acquired in the classroom independently through various texts, practical presentations, cases, essays, group discussions, discussions. further enrichment, study of language in relation to culture, development of speech modules (listening, speaking, reading, writing), study of ethical norms of the people learning the language, field conference, roundtables, free communication in discussions (live or indirect), various Materials that meet the requirements of independent learning as a result of the creation or retrieval of tasks, search, collection, sorting, classification, analysis, synthesis, induction, deduction, development of conclusions and recommendations for the development of appropriate and active use of language in social situations formed.

### **CONCLUSION**

It also aims to develop sociolinguistic competence through the extensive use of authentic media resources specific to the culture of the countries in which the language is being studied, including audio, video, comedy videos, feature documentaries, newspapers and magazines, books, essays, stories, conference speeches, songs, paintings, and social advertising. independent learning assignments based on authentic materials are widely used.

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