

**PROJECT TECHNOLOGIES IN THE FORMATION OF COMMUNICATIVE SKILLS  
OF STUDENTS IN THE ENGLISH LESSON**

**Yafyasova Elvira Shavkatovna**  
*Student of Bukhara State University*

**Abstract:** *This article discusses compensations for the development of independent learning among students studying English, and analyzes in detail the opinions and theories expressed regarding independent learning. Today, the issue of proper organization of independent learning is relevant. Therefore, in this article we will try to reveal the issues, pedagogical problems and ways to solve them, which must be taken into account when organizing independent work of students studying in higher educational institutions.*

**Keywords:** *independent learning, self-control, cognitive activity, human memory, psychology of learning*

The main requirement of society for a modern school is the formation of a personality capable of independently creatively solving scientific, industrial, social problems, thinking critically, developing and defending their point of view, beliefs, systematically and constantly supplementing and updating them. Developing self-education skills based on your own knowledge will help you creatively apply them to reality.

One of the most convenient and proven ways to increase the effectiveness of teaching, to activate students in the classroom is the correct organization of independent study work. In the modern lesson, it occupies a special place, since the student receives knowledge only in the process of individual independent educational activity.

Leading teachers have always believed that children should work as independently as possible in the classroom, and the teacher should lead this independent work and give her material. Experts in this field noted that it is necessary to give students a method, a guiding thread for organizing the assimilation of knowledge, that is, to equip them with the skills and skills of scientific organization of intellectual labor, that is, the ability to set a goal, choose the means to achieve it, and plan work in a timely manner. In order to form a harmonious personality, it is necessary to systematically include it in independent activity, which acquires the character of problem-searching activity in the process of a special type of educational tasks-independent work.

So, I.T. Justifying the need for independent work, Ogorodnikov recommended the following types of combining the activities of a teacher and the activities of a student:

the teacher does not present the material himself, but organizes the independent work of students to study it;

- learning new material begins with students' messages;

\* the teacher focuses only on the main questions, while the students study secondary material on their own;

• the teacher gives only an introduction to the topic, and the students study all the material independently under his guidance.

He rightly noted that the main role of the teacher is to encourage students to independent logical thinking, teach them to analyze, identify cognitive tasks and problems of the lesson, teach them to apply the acquired knowledge and acquired learning skills, including practical ones. Naturally, the Honored Scientist, Professor I.T. Ogorodnikov has not lost its significance at the present time.

It is important to note that in the 1950s and 1960s there was no consensus on the definition of freelance work. For example, R.B. Under the independent work of students, SRO understood her activity, showing maximum activity, creativity, independent thinking. "It is difficult to agree with such an ambiguous qualification of independent work, because it says nothing about the role of a teacher, that is, it should determine the content, place and form of independent work, its methods," he reasoned.

In this regard, I want to try to consider some definitions of independent work of students proposed by various scientists who have conducted scientific research in this field.

R.M. Mikkelson understood freelance work as "students performing tasks without outside help, but under the supervision of a teacher." If difficulties arise, you can proceed to team exercises. Most often, this type of independent work was used by students when doing homework. But this definition was criticized by the author for underestimating the inner side of the independent work of readers, expressed in the independence of judgments and conclusions.

A group of authors (N.G.Molochny, R.G.Lemberg) tried to reveal the internal features of independent work depending on the structure of cognitive activity of students in the learning process. This means, first of all, the manifestation of students' independence in performing various exercises and tasks. This work is considered by these researchers as a means of forming students' independence, a form of organizing their cognitive activity, which requires the manifestation of activity, creativity and initiative in solving problems. Work on various tasks begins with the desire of students to show their activity. A prerequisite for this is the students' knowledge of the purpose and meaning of learning.

G.M.Murtazin defines the independent work of students in the classroom and such an active cognitive activity of all students in the classroom without the direct participation of the teacher, but on his instructions and at a specially designated time for this he thinks it will be done. , the results of independent and mental and motor actions of schoolchildren are expressed in forms that are under external control.

He identifies five signs of independent work:

5. work under the guidance of a teacher;

- at the appointed time;
  - o- all students are working;
  - o- when the work is done without the direct participation of the teacher;
- a cognitive activity includes mental and motor actions;

It follows from the above that G.M.Murtazin fully characterizes the independent work of students, but does not indicate its obvious importance in the development of independence of schoolchildren, namely in the organization of any independent activity of students.

T.I.Shamova considers independent work as a form of organization of cognitive activity of students, also identifies five features:

- o -the presence of a goal;
- o -specific task;
- o- the specific form of expression of the result of the work;
- o -definition of the form of verification of the result;
- o -mandatory performance by each student;

An interesting study on this issue is presented by the Estonian Scientific School

E. CNT calls independent work such a way of educational activity, "when a student is given educational tasks and instructions for their implementation are given, the work is carried out under the guidance of a teacher, but without his participation, and its implementation requires mental work from schoolchildren." I.E. CNT considers the content and structure of the studied material as signs of independent work. Indeed, the content of the material affects the methods of educational work, so they must correspond to the material being studied.

M.A. As the main criterion of independent work, Danilov considers the solution of cognitive tasks and problem situations by students. The task, in his opinion, "encourages students to work independently, serves as the starting point of their thought process." Students find new ways to solve them based on the deepening of new and old knowledge. The process of solving a cognitive task is determined by its content, methods of mental activity of the student and the system of knowledge that he possesses, Yu.A. Samarin believes that success depends on the organization of independent activity, it is necessary to correctly allocate time to its individual stages, clearly formulate the task for students.

B.P. Esipov (60s) calls independent work "such work performed without the direct participation of the teacher, but at his direction in a specially designated time; at the same time, students by making their efforts, expressing the result of mental and physical efforts, they consciously strive for the task at hand. In his opinion, independent work is characterized by the following features:

- o- availability of the teacher's assignment;
- o -availability of execution time;
- o- the presence of the result in the oral, written form of the work;

o- the need for mental stress;

Both concepts of freelance work are legitimate. However, the latter reflects the essence of this phenomenon more deeply.

P.I. Studying this problem, pidkasty emphasizes that the definition of independent work should reflect the creative potential of the student and the unity of the procedural and logical-substantive aspects of independent activity. According to Pidkasisti, they are not sufficiently ignored in educational practice, which leads to boring and monotonous student activity. He believes that independent work is a tool that, in each case of assimilation, corresponds to a specific goal and task.<sup>91</sup>

By definition, A.I. Zimnaya asserts that independent work is presented as “purposeful, internally motivated, structured in a set of actions carried out by the object itself and adjusted in accordance with the process and the result of the activity.” Its implementation requires a sufficiently high level of self-awareness, reflection, self-education, personal responsibility, ensures student satisfaction as a process of self-improvement and self-knowledge. A.I. As Winter notes, the student's independent work is the result of properly organized learning activities in the classroom, which encourages him to expand, deepen and continue independently in his spare time.

This problem is put in the first place in the independent activity of students to do their work in the classroom (A.F.Soloviev, Ya.I.Khanbikov, etc.) and at home (M.T.Smirnov, N.A. Konstantinov, etc.), and E.A. Anfilov and A.E. Polity consider independent work as the main means of consolidating knowledge.

Summing up all of the above, the main features of independent work of students are:

1. External signs of students' independence when performing tasks are planning their own work, performing tasks without the direct help of a teacher, evaluating the result of their own work.
2. Systematic implementation by students of self-control over the results of their work, correction and improvement of ways of its implementation.
3. The presence of a cognitive task, a problematic situation that encourages students to independent intellectual activity.
4. The manifestation of independence and creative activity of students in solving cognitive tasks assigned to them.
5. Inclusion in the tasks for independent work of the material, the assimilation of which contributes to the continuous development of the student's personality, self-education and creativity.

Having analyzed all possible approaches, the following definition can be taken as a basis: "independent work is a type of educational activity in which students have a certain degree of independence and, if necessary, perform a variety of work under the partial guidance of a teacher. completing tasks, performing the necessary mental actions and demonstrating self-control and self-correction skills.

The management of students' independent work is currently facing a number of difficulties. Students do not yet have sufficient knowledge about the ways of independent work, i.e. the ways of reading, writing, assimilation of what they read. The task of the teacher is to give the right direction to the independent work of students, i.e. a direction based on knowledge of the physiological and psychological characteristics of the body. Therefore, it is necessary to take into account the peculiarities of attention and memory, which must be taken into account when organizing independent work on learning a foreign language.

First of all, it is necessary to focus on the crucial role of attention in the organization of the educational process. Many psychologists (B.G. Ananyev, E.I. Stepanova, E.I. Fomenko, etc.) show that attention plays the role of a regulatory function, especially with age.

In independent work, one of the main areas of students' mental activity is attention. This allows you to compare, weigh and carefully examine the parts of the whole, correlate a new impression with an old one.

In this regard, the question arises: how to stimulate the activation of students' attention in the course of independent work?

First of all, students should show interest in the material being studied. The teacher should ensure that the material provided for independent work, on the one hand, does not lose its novelty, and on the other hand, it is convenient for perception.

The most important psychological and physiological process that determines the development and intellectual development of a person is memory.

The scientists' data show that, although the fundamentals of the mechanisms of short-term and long-term memory are the same, there are also inconsistencies: when long-term memory manifests, certain morphological changes occur in the neuron apparatus.

The manifestation of these changes is stimulated by repeated exercises. Therefore, a necessary condition for the transition from the level of short-term memory to the level of long-term memory is abundant training and exercises to consolidate the traces obtained. That is why the main task of a foreign language teacher in guiding the independent work of students is the rational organization of the repetition of the material passed. Each text, each section should be worked out several times. It's just that the ways of working have to change. For example, when mastering lexical material, the teacher should recommend the following types of work:

writing a presentation, essay, abstract, annotation, strengthening vocabulary during an oral conversation, etc.

When organizing repetition, it is necessary to know the data on the speed of forgetting.

According to psychologists, the process of forgetting is very intense, especially at the initial stage after assimilation. For example, the literature provides the following

data: half an hour after the presentation, up to 40% of the material is forgotten; the next day - up to 34%; after 30 days - up to 21% ;

The task of the teacher is to direct the work of students in such a way that they do not forget, repeating it in a timely manner during independent work.

It is worth dwelling on the following: repetition cannot be considered a repetition if the material has already been forgotten. To master it, you need to put almost as much effort into mastering completely unfamiliar material. Therefore, an indispensable condition for good memorization of the material intended for its active development is to return to it immediately after the initial acquaintance, and then again and again at certain intervals.

Psychological studies show that before easy study, it should be recommended to study more complex material, since due to the increased level of complexity of subsequent information, noise amplification occurs.

So, the task of a foreign language teacher - “memorizing thinking” in the independent work of students (P.P. Blonsky's term) consists in purposeful and constant education of abilities. If this ability becomes a habit, it will help to rationalize the learning process in order to save effort and speed up the process of mastering the material.

As mentioned above, Memory is a complex psychophysiological process. In my opinion, it is worth mentioning those types of memory that are involved in learning a foreign language. Psychologists classify memory depending on which image of the word is best remembered: auditory, visual and motor.

For students learning a foreign language and having a good visual memory, the graphic form of the word is crucial. They imagine handwritten things, and when they speak, it seems that they are reading these words. But practical knowledge of the language is more related to auditory memory. Therefore, only a student who has developed visual memory will gradually learn a foreign language. It is difficult for him to remember the sound, intonation. He has a bad pronunciation. But he will easily learn grammar, because he immediately visualizes the visual endings. It is easier for him to translate into a foreign language than to write an essay.

If the teacher does not help such a student, then the student will lose confidence in his abilities, and an attempt to master a foreign language will become impossible for him. Students who have developed auditory memory, reason with the help of sound images. Visual and motor memory play an auxiliary role. Such a reader hears an inner voice when reading, when writing, he writes under the dictation of the same inner voice. A student with a good auditory memory has developed visual memory learning a foreign language is easier than a student. He easily remembers words entered into oral speech, but endings, conjugations and other grammatical forms are more difficult for him. Such a student relies more on intuition than on accurate knowledge. He doesn't translate



sentences well into a foreign language, but it's easy for him to write an essay on this topic because he just repeats what he hears.

It is easiest for a student with a highly developed motor memory to think in images obtained as a result of motor activity. Sound and visual images mean nothing to him. Such a reader will feel easier when he repeats the word himself. When reading, he perceives syllables and words one by one, clearly feeling the movements created by the active articulation of words. Motor images created during writing, reading, pronunciation are practically the only means by which such a student can master all the skills necessary to master a foreign language. A student with this type of memory, as a rule, cannot learn a foreign language. However, as scientists note, this type of memory is rare.

Research in the field of psychology of teaching foreign languages shows that the most favorable and at the same time the most common for language learning is mixed memory, which combines the ability to assimilate images obtained through auditory, visual, motor perception. When all types of memory are developed equally, we have an ideal student for learning a foreign language. He can work absolutely independently and achieves good results, as he easily masters all types of speech activity. He reads aloud, enters into a dialogue in a foreign language and is very well versed in grammar.

Therefore, with the help of the test, it is necessary to determine what kind of memory the student has, and build training based on its results.

Taking into account all of the above psychological aspects of attention mobilization and the most rational ways of memorizing the material will undoubtedly have a positive impact on the organization of independent work of students in a foreign language.

Thus, as we have already said, the most complete classifications are based on external features, while attempts to identify independent types of work based on the internal content of the student's activity have not yet been successful. Attempts to show the inner essence of independent work through the classification of tasks have become more promising (I.Ya.Lerner, P.I.Pidkasisti, I.E.UNT, etc.). However, they all need serious improvements. Nevertheless, even a perfectly composed classification of tasks indirectly reflects the nature of the student's activity when performing independent work. In the future, it is unlikely to expect the emergence of a universal classification of independent types of work, reflecting all the signs of this two-way process. All this, even logically exhaustive classifications,

Having considered various definitions, we came to the conclusion that independent work of students in a foreign language is a type of educational activity in which a student is given the opportunity to act independently, but without the active help of a teacher. If necessary, this the activity is subject to the partial guidance of the teacher. On the other hand, students should strive for self-correction, maximum independence necessary for mental effort to successfully complete the task.

Psychologically, as already mentioned, students face a number of difficulties. The task of the teacher is to give the right direction to the independent work of students. It is very important that students' independent work is interesting to them, so that the material does not lose its novelty, but at the same time it is convenient for perception. It is also important to take into account the peculiarities of students' memory and determine it by checking what kind of memory they have, since in the future this will help the teacher to understand what makes the process of learning a foreign language more accessible to students. student.

Taking into account all of the above psychological aspects gives, undoubtedly, a positive effect in the organization of independent work of students in a foreign language.

As for the classification of the types of independent work of students, there is no consensus among scientists on this issue. We V.P. we have considered several classifications proposed by such scientists and teachers as Strezikozin, B.P. Esipov,

M.I. Moreau, I.E. UNT, et al. However, they all need serious improvements. Nevertheless, even a perfectly composed classification of tasks indirectly reflects the nature of the student's activity when performing independent work.

#### LIST OF USED LITERATURE:

1. Andreeva O. N. The use of project methodology in English lessons / / communicative methodology. - 2020. - Issue 5. - pp. 23-24.
2. Ariyan M. I. // Improving the independence of educational work of schoolchildren in teaching foreign languages. - M., 2019.
3. Arstanov M.J., Pidkasisty P.I., Haidarov J.S. Problem-based learning: questions of theory and technology. - Alma-Ata, 2020. - 267 P.
4. Artemov V.A. Psychology of teaching foreign languages. - M.: Enlightenment, 2019. - 348 P.
5. Education and upbringing according to the Dalton plan. - M., 2019. - 214 P.
6. Wayne A.M., Kamenetskaya B.I. Human memory. - M.: Nauka, 2018. - 189 P.
7. Gornostaeva Z.Ya. " the problem of independent cognitive activity " / / open. school. - 2018-Issue 2
9. Назарова, Ё. (2019). Methods for Correcting Errors in the Process of Learning English. Молодой ученый, (16), 280-282.
10. Aminovna, M. M., & Xalrajonovna, N. Y. (2021). Problems Of Classification And Certification Of Certain Insecticides According To The Customs Code Of The Republic Of Uzbekistan. The American Journal of Agriculture and Biomedical Engineering, 3(05), 17-24.
11. Марупова, М. А., Мамасаидов, Ж. Т., & Назарова, Ё. Х. (2022). ИЗМЕНЕНИЕ БЕЛКОВОГО ОБМЕНА БИОХИМИЧЕСКИХ ПОКАЗАТЕЛЕЙ КРОВИ ПОД ВЛИЯНИЕМ ИНСЕКТОАКАРИЦИДОВ. ББК 28.072 я43, 96.



12. Назарова, Ё. X., & Марупова, М. А. (2022). К ВОПРОСУ ОБ ИСПОЛЬЗОВАНИИ ФЛАВОНОИДОВ ЛИСТЬЕВ ПЕРСИКА В КАЧЕСТВЕ ИНСЕКТИЦИДНЫХ ПРЕПАРАТОВ. *Universum: химия и биология*, (11-2 (101)), 64-69.
13. Nazarova, Y. X., & qizi Zulfiqorova, E. M. (2022). OSHQOZON-ICHAK TIZIMI KASALLIKLARINI TABIIY DAVOLASH USULLARI VA PROFILAKTIKASI. ZAMONAVIY TARAQQIYOTDA ILM-FAN VA MADANIYATNING O‘RNI, 2(24), 12-15.
14. Аскарлов, И. Р., Марупова, М. А., & Назарова, Ё. X. (2022). PIRETROIDLAR SINFIGA MANSUB INSEKTITSIDLARNING TOKSIKOLOGIK XUSUSIYATLARI VA TABIIY SOF EKOLOGIK PREPARATLAR HAQIDA. *Журнал химии товаров и народной медицины*, 1(2), 46-62.
15. Nazarova, Y. X., & Abbasjon, R. (2023). ATEROSKLEROZ KASALLIGINING BELGILARI, TURLARI VA DAVOLASH USULLARI. *Journal of new century innovations*, 22(2), 137-139.
16. Nazarova, Y., & Nematjonova, D. (2023). Effective Reading Strategies in Teaching English. *Central Asian Journal of Literature, Philosophy and Culture*, 4(2), 79-82.
17. Xalrajonovna, N. Y., & Surayyo, R. (2023). Organizmda Suv-Tuz Almashinuvining Boshqarilishi. *JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, 2(3), 12-14.
18. Nazarova, Y. X., & Samiyeva, S. (2023). ISHEMIK INSULTNING KELIB CHIQISH SABABLARI VA DAVOLASH CHORALARI. *GOLDEN BRAIN*, 1(9), 112-114.
19. Nazarova, Y. X. (2023). RAXIT VA OSTEOPAROZ PATOGENEZI VA DAVOLASH USULLARI. *GOLDEN BRAIN*, 1(14), 212-216.
20. Abdurazakova, A. I. (2023). THE HARM OF DISHWASHING DETERGENTS AND ITS PREVENTION This article contains information about the work carried out in the Republic of Uzbekistan in maintaining public health, chemical detergents, their types and negative impact on human health and scientif. *MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH*, 2(24), 212-214.
21. Nazarova, Y. X., & Soyibjonova, M. (2023). BOLALARDA ASAB TIZIMINI RIVOJLANISHIDA GIPOTERIOZNI AHAMIYATI. *GOLDEN BRAIN*, 1(15), 382-384.