



THEORETICAL BASIS OF METHODOLOGY FOR THE DEVELOPMENT OF INDEPENDENT STUDY SKILLS OF FUTURE TEACHERS OF ENGLISH LANGUAGE

Uchkurova Shakhnoza Shavkatovna

Ph.D. student Tashkent State Pedagogical University named after Nizami;

Annotation: *For many years, developing independent study skills (the qualities of how to be good learners from the perspective of students) has been a significant focus of foreign language teaching (FLT). With the development of student-centered methods to language education, the words "individual learning," "independent learner," "independent study skills," and "transferable skills" began to be frequently employed in the English language teaching setting. This article determines independent study in the context of foreign language teaching and discusses its role in current English language teaching in higher education curricula, as well as the importance of developing future English teachers' sociolinguistic competence as part of communicative competence.*

Keywords: *Methodology, independent learning skills, future teacher, individual, communicative competence, individual learning, independent learner, independent study skills, transferable skills*

Today, learning a language, along with learning the culture, history, and customs of the countries that speak that language, opens doors to personal interests. Giving students the freedom to take charge of their education is the main goal of independent learning. Students will benefit from having this lifelong ability to learn and investigate subjects they are interested in.

In independent learning, students conduct their research and ask questions rather than relying exclusively on the materials provided by their teacher or instructor. They also take ownership of their educational path by defining their own goals and tracking their progress.

The following scientific research works were studied throughout the examination and study of research works on this topic:

Independent learning of students in the educational process represents the most important and necessary stage of the formation and consolidation of new knowledge. This follows from the works of B. P. Yesipov, M. A. Danilov, M. N. Skatkin, I. Y. Lerner, A. V. Usova, and others. Independent activity of a student under the control of a qualified teacher is carried out quite effectively. However, it is difficult to provide individualization and management of student's learning and cognitive activity in the process of independent work due to material and personnel limitations. In this regard, it seems extremely important to formalize and automate the control functions of self-study using intellectual methods.

The peculiarities of students' learning activities and the development of independent study skills were studied in the research of the following scientists: S.S. Amirova, L.G. Vyatkin, M.G. Garunov, S.M. Rodnik, E.A. Krotkov, P.I. Pidkasisty, G.N. Serikov, N.K.



Tutushkin and others. The following advantages are closely tied to the student's performance:

- increased student enthusiasm and confidence
- improved student performance
- Improved grasp of the student's strengths and weaknesses
- Giving teachers more time to focus on different assignments and remediation

It is critical to encourage our students to become independent learners since it will have a direct impact on their academic success. However, independent learning equips students with soft skills that will help them be more successful in other aspects of their lives, such as:

- Improved time management
- Initiative and proactivity
- Discipline and organization
- Independence

Independent learning cannot take place in a teacher-centric setting, hence the first crucial ingredient in facilitating independent learning is a transition to a student-centric environment in which students get a higher-level comprehension of their learning. One of the teacher's new roles in this situation is to assist students in structuring their learning environments and transforming the class into a community of self-directed learners.

Self-regulation is a crucial component of independent education. Students are in charge of their planning, pace, and assessment. Self-regulation involves self-motivation as well.

The function of the instructor as a facilitator is the third and last crucial factor we'll cover. Independent learning necessitates a strong student-teacher connection built on trust. The instructor must adjust their approach to deadlines, ensuring that students have access to relevant materials, and maintain open communication regarding work and student progress.

There are several ways independent learning skills are analyzed:

- Inspiring students
- Assess where learners are now and where they would like to go.
- Assist them in becoming the student with the plan.
- Give a time management crash course.
- Establish structure and regularity.
- Assist them in improving their questioning abilities.
- Allow for online debates and cooperation.
- Provide them with tools to track their development.

Finally, the following conclusions may be drawn from this article's discussion of the significance of independent study skills in the development of communicative competence in prospective English teachers: In language teaching and learning, instructors play a key role in creating objectives, planning work, selecting resources, evaluating themselves, and acquiring the necessary skills and information. Outside of the classroom, students continue to hone their independent study abilities.



REFERENCES:

1. Decree of the Cabinet of Ministers of the Republic of Uzbekistan of 31 December 2020 No. 824 "On measures to improve the system related to the organization of the educational process in higher education institutions".
2. Order of the Minister of Higher and Secondary Specialized Education of July 16, 2021, No. 311 "On Approval of State Educational Standards of Higher Education".
3. Uchkurova Sh.Sh.(2023) Theoretical Significance of Implementation of the Credit Module System in Higher Education Institutions. World of Science: Journal on Modern Research Methodologies. Volume 2 Issue 6, Year 2023 ISSN: 2835-3072 <https://univerpubl.com/index.php/woscience>
4. Wong, I. L. (2013). Developing Independent Learning Skills for Postgraduate Students through Blended Learning Environment. Journal of Cases on Information Technology (JCIT), 15(1), 36-50. <http://doi.org/10.4018/jcit.2013010103>
5. Livingston, K. (2012). Independent Learning. In: Sel N.M. (eds) Encyclopedia of the Sciences of Learning. Springer, Boston, MA. Retrieved from https://doi.org/10.1007/978-1-4419-1428-6_895_4