

ANALYSIS OF SELF STUDY TASKS IN THE PRESETT PROGRAM**Kudekova Nargiza***2 year master student of
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At the reduction of classroom hours the main loading at knowledge acquisition is assigned to the independent work of students and independent assimilation of the material, which forms the self-organization and self-education abilities. It is known that during the classroom work the teacher is more active, and students carry out more or less passive role while the most advanced stage of activity appears at the organization of the students' independent work. But, not any "independent work" is independent in fact [1:95]. That can bring success only which is prepared by the teacher very well. Therefore, it is important to consider the question of how to prepare students for the independent activity and how to organize their independent work so that they have also interest to work, and satisfaction from the result. It is known that independent work of students promotes more effective mastering of material, stimulates informative and professional interests, develops creative and an initiative activity, promotes the growth of the motivation.

In this case we'd like to analyze some tasks for independent work of students suggested by PreSETT (Pre-service English Teachers Training) curriculum. The purpose of the PreSETT program is to achieve lasting improvement in the standard of English Language Teaching (ELT) in Uzbekistan by enhancing the learning experience of ELT PRESETT students and by setting clear exit standards in language referred to international standards. The aim of the PRESETT Curriculum is to prepare teachers of English who are competent in language referred to international standards and modern methodology and to encourage communicative and professional skills rather than pure knowledge and to help learners to build these skills [2]. There are a lot of subjects in the program, which are grouped around two strands, that is language strand and methodology strand. Language strand aims to develop learners linguistic knowledge and learning skills, including in itself the subjects like Listening and Speaking, Reading, Writing, Integrated skills, Grammar in context, Vocabulary in context, Discourse analysis, English as an international language and Independent Study Skills. Methodology strand aims to develop learners' teaching skills and includes the subjects as: Approaches to Language learning,

Approaches to language teaching, Teaching and integrating skills, Teaching language systems for communication, Assessment and testing, Materials evaluation and design, Teaching ESP, Planning for teaching, Classroom investigation and Teaching different age groups.

Each of these subjects has their own self-study tasks, but in this work we just want to analyze the self-study tasks of one subject “Independent Study Skills”. The reason of choosing this subject is that the subject itself teaches learners to do independent work from the initial stage of learning at the higher educational establishment.

So, according to the syllabus of the subject “Independent Study Skills”, which is compulsory for English Majors and is learned for 40 hours in semester 1, students will be aware of the practical implications of the concept of learner autonomy at higher educational institutions and by the end of the course students will:

- be aware of the concept of learner autonomy and its importance in higher education
- raise their own self-awareness of their learning styles and preferences
- raise their awareness of the importance of reflection in learning
- be able to self-assess, set goals and plan further actions for improvement
- be able to adapt to higher educational environment by managing their time and stress effectively, learning how to deal with tasks and prepare for exams
- have an understanding of developing skills needed not only for learning but also for future work [3; 2].

In order to achieve the suggested goals we should develop students' study and transferable skills required in higher educational environment. It covers many areas of university study such as reflection, ability to make independent decisions, self awareness, becoming autonomous, managing university life and studies and many others. The following techniques and tasks for independent work are suggested by the syllabus. During the semester students collect information and submit their Learner Portfolio. It is a collection of entries (reflective written bits) that students will produce over the semester. As we see from the tasks of learner portfolio, they make learners be active during the semester, while doing the first entry our learners learn to evaluate themselves, look critically to his every action, control their progress in learning, put plans for the future learning and have a purpose in learning. This tasks make our learners think, and do conscious actions. The

second entry “Writing a short reflective piece on the topic “what kind of learner am I?” Reflection is a process which helps you gain insight into your professional practise by thinking analytically about any element of it. In today's busy education world it's easy to get caught up in the activities of day-to-day teaching and leave no time for self-reflection. But self-reflection is an important part of what can make you a good teacher and can be hugely valuable. It gives you the time to think deeply about your teaching; about what you do in the classroom, why you do it and why it works, enabling you to identify any changes and improvements you could make.

So, from the first days of training future teachers it would be a good job to develop their reflective skills. The insights developed, and lessons learned, can be applied to maintain good practice and can also lead to developments and improvements for both the professional and their service users. Reflection allows students to identify and appreciate positive experiences and better identify ways that they can improve their practice and service delivery. It can also be useful when they have had more challenging experiences; helping students to process and learn from them. Professionals who are able to reflect, protect their mental health, and share together can make for stronger and more cohesive teams.

The third entry “Characteristics of a good learner” let our learners find and read more information about learners, give learners compare themselves with other learners, level themselves, find their shortcomings and ways of working with them. The last entry “Evaluating your learning the course” let learners give feedback to the subject, evaluate his learning, identify his position in the learning process.

The second task for self-study is to do library research. For this task students will have to choose one of the suggested topics from the course list and search for the materials in the library and internet on the chosen topic. Based on their reading and interests narrow down the topic and make a title. Give references on the 5 sources (both on-line and in print: articles, books, encyclopedia entries etc.) which students think is relevant to the chosen title and note where and how they have found each source, as well as provide brief notes on what kind of information one can find there. Example,

This kind of task leads learners to investigate, to research, which is a necessary skill for a future teacher. One of the aims of preparing future specialists in the field of language teaching is developing their researching skills. As teachers usually work with living beings (humans) they should be able to identify their challenges, should know the ways of motivating them,

encourage people, solve their problems and make life easier for them. In order to do this they should be able to find their problems. Researching skill is necessary in this case and every teacher in some degree should have this skill. As this skill is developed hardly during the lesson, teachers include it to self-study tasks as well. Good organization and clear instruction let learners develop their researching skills.

So, the analysis of some self-study tasks suggested in the PreSETT program make us be sure that they are intended to raise students' own self-awareness of their learning styles and preferences, raise their awareness of the importance of reflection in learning, to develop students' ability to self-assess, set goals and plan further actions for improvement, ability to adapt to higher educational environment by managing their time and stress effectively, learning how to deal with tasks and prepare for exams, have an understanding of developing skills needed not only for learning but also for future work.

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