# САМОСТОЯТЕЛЬНАЯ РАБОТА КАК ЭФФЕКТИВНЫЙ ПОДХОД К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА

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**Annotation:** *the main idea of the article is to emphasize the importance of independent work in the process of learning foreign languages. Many students study at home to supplement their classroom learning. However, self–study can also be used to master a new skill or learn a completely new concept - for example, a language or an instrument. The benefits you can get from self-study are limitless and are completely determined by your goals. The goals and strategies of self-study are precisely formulated in the article.*

**Key words:** *compactness, strategies, self-esteem, style, ability to speak a complex language.*

Independent work is presented as purposeful, internally motivated structured by the object itself in the totality of the actions performed and corrected by it according to the process and result of the activity. Its implementation requires a sufficiently high level of self-awareness, reflexivity, self-discipline, and personal responsibility. Independent work is such work that is performed without the direct participation of the teacher, but according to his assignment, at a specially provided time for this, while the student consciously strives to achieve the goals set, using his efforts and expressing in one form or another the result of mental or physical (or both together) actions. It is worth noting that independent work should not be an end in itself, it can act as an effective means of learning, a means of forming the activity of trainees.

The methodology of teaching foreign languages is a system of knowledge about the regularities of the process of teaching a non-native language and about ways to

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influence this process in order to optimize it. The methodology of teaching a foreign language (FL) reveals and substantiates the patterns of teaching a foreign language. Historically, two functionally different methods have developed: general and particular methods. The general methodology, as a rule, is devoted to the study of the patterns and features of the process of teaching a foreign language, regardless of what foreign language is in question. So, the principles of selecting educational material, the ratio of oral and written speech at various stages of the lesson, etc. will be the same under equivalent learning conditions for any of the Western European

languages taught in general education schools in our country. However, knowledge of the general patterns of teaching a foreign language is insufficient when the teacher is faced with the specific features of a particular foreign language. Thus, the ways of mastering Continuous verb forms are specific only to the English language, cumbersome patterns of composition, declension of nouns and adjectives are characteristic of the German language, and the methods of forming numerals, the use of diacritical marks, the abbreviation of the article, the presence of the partitive article are characteristic of French.

Significant differences are observed in phonetics: triphthongs and diphthongs are specific for English, nasal vowels are specific for French. As experience and practice show, the teacher needs to develop and implement such techniques, methods and forms of teaching that contributed to the rapid mastery of the relevant specific phenomena in a particular foreign language by students. Thus, a private technique explores the teaching of those linguistic and speech phenomena that are specific to a particular foreign language being studied.

The goal of learning is what we strive for in the process of teaching a foreign language, this is an ideally planned result. First, the goal of training is set, only then the methodology is developed. The purpose of learning is closely related to the conditions of learning, since without them it is impossible to achieve it. Learning conditions are the circumstances under which learning takes place. The means of learning are the tools of the educational process, with the help of which the set goals are achieved more successfully and in a short time. Teaching aids include: textbook, workbook, tape recorder, cards. All of the above categories serve the learning system - a general model of the educational process that corresponds to a certain methodological concept. The training system is a complete set of components corresponding to a certain methodological concept; it determines the goals, content,

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principles, methods, techniques, ways, means, forms of organization of training and, in turn, is determined by them.

The system of teaching a foreign language is based on the provisions on the universal connection and interdependence of the phenomena of reality, on the integrity of the continuously developing world and the systemic reflection of our knowledge about it. The integrity of the system is ensured by the diverse links between its elements and their interaction during the functioning of the system. With regard to teaching foreign languages, it is advisable to consider the concept of a system at two levels: at the level of the most significant phenomena and processes that determine the initial provisions of the methodology of teaching foreign languages; at the level of the pedagogical process, that is, the activities of the teacher and students, mediated by the educational complex, which determines the final result - a certain degree of learning. The methodology of teaching foreign languages is connected with a number of other sciences - basic and related. The basic sciences include philosophy, pedagogy, psychology, psycholinguistics, linguistics, communication theory, etc. Data from related sciences are used by the methodology as a means of ensuring the effectiveness and reliability of its research.

Each portion of the world gets to be compact, obtaining a unused dialect. And the require for such strategies is developing quickly. The word compact says that knowing one dialect will assist you move forward, i.e. you'll be able to think, talk and perform other activities within the setting of this dialect; this implies that you just will discover a unused and totally diverse world. As for this, the chain will proceed, so then you may need to memorize more than one. In arrange to total this assignment of learning outside dialects, you'll have to be confronted a few challenges. The connection with linguistics is important and necessary for the methodology. The subject of training is the training of speech activity on the material of the language. Linguistics, on the other hand, describes the main system properties of a particular language, formulates them in rules that are actively used by the methodology in the development of specific training models. The technique is closely related to psychology.

The technique uses data from psychological science on the characteristics of perception in teaching a foreign language, the role of thinking and its connection with language, the relationship between conscious and unconscious (a combination

of voluntary and involuntary attention, awareness and imitation), the formation of skills and abilities, the motivation of educational activities, etc. In its provisions, the methodology is based on the research of L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, in which the theory of activity is developed, in particular mental activity, draws on data on the problems of memory, the formation of speech skills, speech mechanisms, takes into account the theory of attitude.

A great contribution to the development of the methodology was made by scientists who devoted their works to the development of issues of teaching a foreign language. Merit V.A. Artemova, B.A. Belyaev and other psychologists is that they not only approved speech as an object of learning, but also gave a psychological justification for the need to teach speech in all forms in a foreign language. Based on general psychology, pedagogical psychology, the psychology of teaching a foreign language, the methodology draws from them data on the psychological characteristics of speech, on oral and written speech, external and internal.

Time, cash, want, area, bolster and a few other perspectives can be considered as challenges in learning a dialect. So, we as understudies are never exceptionally great at managing our time, something is continuously diverting us from keeping to our plan and we suddenly spare our time. When we prioritize our time and everything else, we feel ready to do anything we need, but here once more we may ought to confront an issue: we require a certain amount of cash and desire to keep our crave going. Indeed, in case we make everything we ought to accomplish our goal, we are going not have enough support or we basically will not be able to discover the environment we ought to move forward or solidify the information picked up amid the consider. This could appear like a really dull strategy and can be disappointing for dialect learners. But never intellect, we have a procedure to anticipate all of the over issues. This is often called a self-learning procedure. This can be one of the foremost viable techniques that offer assistance us adapt with learning, particularly when learning outside dialects.

It is an undeniable fact that using the general psychological concepts of the formation of skills and abilities in activity, the methodology clarifies them on the material of its own subject and enriches the general psychological theory of

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activity with such specific categories as speech skill, speech skill. Consequently, the connection of methodology with psychology should be understood not as an elementary use of psychological theory by methodology, but as bilateral dialectical relations that contribute to mutual refinement, supplementation and enrichment of the theories of both sciences. Important for the methodology are connections with psycholinguistics, which has developed at the intersection of psychology and linguistics and studies the mechanisms of speech generation (expression of thoughts) and speech recognition (speech understanding).

Knowledge of the mechanisms for the implementation of speech activity is of particular importance for the correct construction of the educational process, because language learning is learning speech activity. The contribution of psycholinguistics to the methodology of teaching a foreign language is reduced to the following 11 provisions: language teaching involves the development of speech activity; since in teaching foreign languages its communicative function is of particular importance, therefore, the situational nature of speech and the presence of appropriate situations are taken into account; exercises should be a task, the solution of which develops the skills of students, while at the same time activating their mental activity; In order for speech activity to be of interest to students, motivation is necessary. A special place belongs to didactics, which, together with the methodology, have a common object of study - the educational process. The difference lies in the fact that didactics studies this process as a whole, and methodology - in relation to a particular academic subject. The nature of the connection between these sciences can be defined as the relation of a general theory to a particular form of its implementation on the material of a particular subject. This connection is manifested in the commonality of the main categories that make up the conceptual apparatus of both sciences, and can also be traced in their basic teaching principles. The research methods are the same. This does not mean, however, that in relation to didactics, methodology is only an applied discipline, it is an independent pedagogical science. Moreover, the methodology of teaching foreign languages opens up opportunities for expanding the base of didactics, the theoretical provisions of which are developed mainly on the basis of a study of teaching the basics of sciences, i.e. the focus is on the cognitive activity of students. The methodology of teaching foreign languages studies the patterns of

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communicative-cognitive activity of students. The methodology solves not only the problems of teaching, but also the problems of education by means of a foreign language, which is not included in the range of problems studied by didactics.

In any case, there are as well numerous best tips for acing a specific dialect at a decently great level, by the by, the methodology of self-study is considered the center of all strategies. The capacity and identity of the understudy will be taken into consideration by the instructor, which is why this consider is so critical. Most understudies can take an interest in given conditions such as area and community that are obscure to them, but most understudies will need the data they require. For a minute, they will have no chance other than depending on learning styles and procedures.

Approach is the general starting position, starting from which the researcher considers most of his other provisions. The question of the relationship between method and approach remains debatable. Domestic methodologists and most foreign researchers believe that the approach to learning plays a fundamental role and is the dominant idea on which the new method is built. Method and approach are interconnected and interdependent, they are characterized by constant interaction. Researchers unanimously express the opinion that there is no absolutely correct and effective method for all learning conditions and come to the conclusion that it is necessary to combine different approaches, principles and elements of different methods, taking into account the specifics of learning, since what is effective in one condition can have a completely opposite result in other learning conditions.

Some of the time self-study of English can be caused by totally diverse reasons, for illustration, maternity take off (and the need of free time related with it) or the need of extra cash for English courses. Be that as it may, notwithstanding of the choice of the strategy of learning English, one vital thing is the nearness of conversational hone. In case it does not exist, at that point all your information will stay without application and the opportunity to improve. In a few cases, usually composed English, but without talked English, your ponder will be inadequate. Anything strategy of teaching you choose, self-study of English will in any case be obligatory to attain the required result.

The method of learning a unused dialect includes a self-learning procedure. Understudies will take after this methodology unwittingly. Indeed within the conventional instructive environment, the so-called "instructor and understudy", the part of the educator is halfway, i.e. 30-40% of information can be exchanged by the educator, the rest depends on the free work of understudies. On the other hand, the utilize of autonomous learning is significant. Not all people around the world are given with sufficient materials for learning. In this way, they can make this method on their possess utilizing self-learning procedures. The procedure gives a few alternatives that give a straightforward way to get certain data.

In addition to the importance of independent work for students, it should also be noted that it can be considered a useful technique for the teacher, as it helps students to better prepare for each specific task and forms learning skills that are widely used during the learning process.

In the theory of pedagogy, independent work is singled out as one of the four main forms of student learning activity. But to implement this form of learning activity is possible only if a number of conditions are met, the most significant of which are the presence of motivation and basic learning skills for independent work among students and the effective organization of their activities by the teacher [2].

Nowadays, learning English has gotten to be a hot subject for all individuals of society. Each individual, in any case of his age, race and nationality, endeavors to memorize this dialect. Of course, the world is changing and the requests of life are changing as well, so individuals seek after bliss in a diverse way, most of them doing it within the frame of learning English. Since dialect, as the most figure of the universal community, will open all the entryways driving to a brighter future for you. And no one needs to remain absent from these changes. Self-study is the most excellent apparatus for those individuals who need to ace the English dialect agreeing to their claim crave.

The following links may be included in the guidelines to help students find the information they need to complete their homework and analyze the material they have read:

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1. Internet sites that have information about methods for memorizing words; a list of books where such information can be found.

2. Lists of addresses of Internet resources, accompanied by a brief annotation of their content, which can contribute to a more successful implementation of independent work, such as: Internet dictionaries, programs for memorizing words, talking books, libraries, foreign language courses, websites of foreign publishers, printed publications etc.

3. In addition to Internet sites, there are also printed publications, accompanied by audio cassettes and subdivided according to the level of language proficiency. A list of books where you can find a set of examples of structuring a text and defining its key points. One of the most difficult points in the general program of independent work is the development of guidelines for independent work, since they must comply with the foreign language learning program approved by the university in terms of the goals and objectives of learning a foreign language. Traditionally, it is believed that the main type of independent work is homework. This option of independent work has a number of indisputable advantages, perhaps the main of which is the reasonable saving of classroom time, which allows you to devote most of it to working out the material already prepared independently.

The undoubted advantage of such homework is that in the course of their implementation, students are prepared for active individual, pair and group speech activity in the classroom, independence of thinking is formed, cognitive interests, intelligence, logic, creative and communicative foreign language skills and abilities develop. The methodology of teaching foreign languages is not limited to the connection with the specified basic sciences, but uses the knowledge and methods of other, so-called related sciences. The general contours of the learning process can be represented in terms of cybernetics - a science whose subject is the control processes occurring in complex dynamic systems. Cybernetic analysis of pedagogical phenomena contributes to a clear identification of interrelated links and conditions of the pedagogical process, allows you to introduce elements of programmed learning into teaching foreign languages. Programmed methods solve the problem of optimizing the management of the educational process. The use of methods of statistical analysis contributes to the increase in the scientific level of

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the methodology. The use of methods of mathematical statistics, mathematical linguistics, information theory makes it possible to solve the issues of rationalizing the process of teaching foreign languages. Reliance on basic and related sciences is the most important condition for raising the scientific level of methodology. One of the important tasks of the theoretical methodology is the scientific synthesis of basic and related sciences in their dialectical unity and their use in a transformed form, taking into account the goals, stages, and conditions of training.

Motivation can also be divided into extrinsic and intrinsic. External motivation is not directly related to the content of the subject, but is due to external circumstances (being an excellent student in all subjects, the student tries to have "excellent" in a foreign language - an external positive motive; a student learns a foreign language because of fear of strict parents or a teacher - an external negative motive ). External motivation exists in two varieties: broad social motivation and narrow personal. The external motivation of the "learning process is associated with a rather acute sense of civic duty to the country, to dear, close people, is associated with ideas about learning as a road to mastering great cultural values, with the idea of learning as a way to fulfill one's purpose in life."

Linguistic competence means possession of knowledge about the language system, about the rules for the functioning of language units in speech and the ability to understand other people's thoughts and express one's own judgments orally and in writing with the help of this system. Sociolinguistic competence means knowing how to form and formulate thoughts with the help of language, as well as the ability to use language in speech. Sociocultural competence includes knowledge of the cultural characteristics of a native speaker, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a carrier of a different culture; the formation of socio-cultural competence involves the integration of the individual in the system of world and national culture. Under the strategic or compensatory competence, it is customary to consider the competence, thanks to which the student can fill in the gaps in knowledge of the language, speech and social experience of communication in a foreign language environment. Discursive competence includes the ability to build coherent, coherent and logical statements of different functional styles in oral and written speech based on understanding different types of texts while reading and

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listening; involves the choice of linguistic means depending on the type of utterance. Social competence is manifested in the desire and ability to communicate with other people, in the ability to navigate in a communication situation and build an utterance in accordance with the communicative intention of the speaker and the situation. At the present stage, four aspects are distinguished in the methodology: educational practical aspect; educational aspect; educational aspect; development aspect.

Another side of the issue of the importance of using independent work is the presence of feedback, that is, the control of understanding the information received by the teacher. In this regard, it is worth noting that, in addition to developing a system of homework for the implementation of independent learning activities of students, it is also necessary to develop a system of control tasks that allow determining the level of preparation and the degree of mastery of the material proposed for independent study. In addition, it is also possible to use tasks of a creative nature, such as projects, abstracts, reviews, which will allow us to conclude that the ability to put into practice not only the theoretical material worked out, but also the skills and abilities of independent work on it highlighting the main ideas of the text, their thesis presentation, the ability to use examples or visual information.

As the skills and abilities of the trainees are formed, the learning tasks may gradually become more complicated, the direct assistance of the teacher will decrease, and the independence of the students themselves will increase accordingly. This increases the efficiency of studying the material, since the time allocated for classroom studies is used to discuss the conclusions made in the process of independent work. The use of independent work skills in practice makes it possible to increase the effectiveness of training, as it allows the student to master educational material at a convenient time for him, helps to learn how to use a variety of educational literature and computer technologies for learning a foreign language. Ultimately, the acquired skills of independent learning activities help the student to continue their language education in the field of professional activity after graduation.

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