

**Self-guided efforts of university students in foreign language acquisition**

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**Abstract.** *The article examines primary challenges encountered in facilitating independent learning for students in non-linguistic disciplines, particularly in the context of teaching foreign language communication. Independent study in foreign language education within higher professional education is viewed as a tool for acquiring a comprehensive understanding of professional knowledge and cognitive methods. The author has scrutinized theoretical approaches and drawn insights from both Russian and international pedagogical experiences. The methodological and organizational dimensions of this issue were investigated and systematically outlined. In consideration of contemporary circumstances, the pedagogical potential of integrating traditional and distance forms for organizing students' independent work is explored.*

**Kew words:** *The independent efforts of students, the establishment of methodological assistance, engaging in active learning methods, extensive language materials, the development of critical thinking, customization of educational activities, and remote monitoring of learning outcomes.*

**Annotatsiya.** *Maqolada nolingvistik fanlar bo'yicha talabalarning mustaqil ta'lim olishiga yordam berishda, xususan, chet tilidagi muloqotni o'rgatish kontekstida duch keladigan asosiy qiyinchiliklar ko'rib chiqiladi. Oliy kasbiy ta'lim doirasida chet tili ta'limi bo'yicha mustaqil ta'lim kasbiy bilim va kognitiv metodlarni har tomonlama tushunish vositasi sifatida qaraladi. Muallif nazariy yondashuvlarni sinchiklab ko'rib chiqdi va ham rus, ham xalqaro pedagogik tajribalardan xulosalar chiqardi. Ushbu masalaning uslubiy va tashkiliy jihatlari o'rganilib, tizimli ravishda belgilab berildi. Zamonaviy sharoitlarni hisobga olgan*

*holda talabalarning mustaqil ishlarini tashkil etishning an'anaviy va masofaviy shakllarini birlashtirishning pedagogik imkoniyatlari o'rganiladi.*

***Kalit so'zlari:*** *Talabalarning mustaqil harakatlari, uslubiy yordamni yo'lga qo'yish, faol o'rganish usullari, keng til materiallari, tanqidiy fikrlashni rivojlantirish, o'quv faoliyatini moslashtirish va o'quv natijalarini masofadan nazorat qilish.*

***Аннотация:*** *В статье рассматриваются основные проблемы, возникающие при организации самостоятельного обучения студентов неязыковым дисциплинам, в частности в контексте обучения иноязычному общению. Самостоятельное обучение иностранному языку в рамках высшего профессионального образования рассматривается как инструмент приобретения комплексного понимания профессиональных знаний и методов познания. Автор тщательно исследовал теоретические подходы и почерпнул идеи из российского и международного педагогического опыта. Были исследованы и систематизированы методологические и организационные аспекты этого вопроса. С учетом современных обстоятельств исследуется педагогический потенциал интеграции традиционных и дистанционных форм организации самостоятельной работы студентов.*

***Ключевые слова:*** *Самостоятельные усилия студентов, налаживание методической помощи, привлечение к активным методам обучения, обширный языковой материал, развитие критического мышления, индивидуализация учебной деятельности, дистанционный контроль результатов обучения.*

### **Introduction**

The acquisition of language proficiency holds a pivotal role in shaping students' intellectual horizons, expanding their professional creativity, and nurturing critical thinking—integral elements that contribute to their independent navigation of professional paths [Broad: 120]. In the dynamic context of evolving educational processes, non-linguistic students face a unique challenge as they contend with the limitations of classroom instruction. This prompts a strategic exploration of effective

approaches to organizing independent work in linguistic training, urging a reconsideration of conventional organizational and methodological methods.

In an era marked by globalization and increased interconnectedness, the demand for linguistic competence has intensified. Contemporary students are not solely motivated by the need for language proficiency; they also seek to acquire competencies that facilitate global socialization. However, students in non-linguistic disciplines grapple with restricted exposure to formal classroom settings, necessitating a thorough examination of innovative and efficient strategies for organizing independent linguistic training.

This research intricately examines the dynamics of independent student work in linguistic education, addressing the challenges stemming from limited classroom interaction and the need to foster linguistic proficiency. By exploring theoretical foundations, drawing insights from both international and local pedagogical experiences, and analyzing the practical facets of linguistic training, the study aims to shed light on the evolving landscape of language education in higher professional contexts. It identifies existing challenges while proposing potential solutions grounded in the amalgamation of traditional and distance learning approaches.

Fundamentally, this exploration seeks to contribute to the ongoing discourse on linguistic training in higher education, highlighting the central role of independent work in bridging the gap between formal instruction and practical language proficiency. As the educational landscape undergoes transformation, understanding and refining the organizational and methodological aspects of linguistic training become imperative, positioning students to meet the demands of an increasingly globalized and interconnected world.

### **Research**

Pedagogical studies reveal that "independent work" encompasses diverse individual and group activities during classroom and extracurricular sessions [Balikoeva, Rubaeva: 3]. It involves information search, knowledge acquisition, and its application to address educational, scientific, and professional tasks [Balçıkanlı: 98]. Serving as a means to master professional knowledge and cognitive activities,

independent work is characterized by tasks of an educational, productive, research, and self-educational nature [Little: 148].

Additionally, independent work reflects students' interest and responsibility for results [Bazhalkina: 24]. Scholars like M.G. Moore, P. Benson, and D. Little view it as the integrative ability of students to implement and manage an informative process directed toward the independent creation of a final educational product.

Methodological requirements for organizing independent work include a focus on active educational activities, fostering creative task comprehension. The teacher-student relationship emphasizes cooperation, recognizing each student's individual identity. Various stimulating, emotional-regulating, guiding, and organizing methods of teacher intervention are considered. Teachers act as teacher-managers and training directors, offering students a minimal set of teaching aids. Students are viewed as active subjects, with the development of their individuality as a primary educational goal. Educational materials are tools for organizing activities rather than the ultimate learning goal [Bochkareva, Krapivina: 37].

Surveys among students reveal dissatisfaction with the format and organization of independent work tasks, primarily those involving mechanical learning. However, teaching practices at Orenburg State University demonstrate the efficacy of a hybrid education model, combining traditional and distance learning approaches.

### **Conclusion**

In conclusion, the article underscores the pivotal role of independent work in linguistic training, necessitating innovative organizational and methodological approaches. The development of critical thinking, personalization of educational activities, and remote monitoring of learning outcomes are integral to this transformative process, emphasizing the evolving demands of the educational landscape.

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