Technology of Working with Text in the Organization of Independent Learning of Students

Turakulova Feruza Aminovna

Senior Lecturer at the Kokand State Pedagogical Institute

Isakova Arofat Makhkamovna

Lecturer at the Kokand State Pedagogical Institute

Abstract: The article analyzes the technology of teaching work with text when organizing students' independent learning. The relevance of our work lies in taking into account modern information technologies (computer, tablet, phone, and iPod), thanks to which the study of text becomes independent, dynamic and easy.

Keywords: independent learning, text, technology of teaching, modern information technologies, foreign language.

The problems of teaching the language of students who do not speak a foreign language as a mother tongue in higher educational institutions have recently attracted increasing attention. Teachers from different universities share their experience, think about how to work with students, how to raise their ideological, aesthetic and cultural level. The article deals with the system of teaching a foreign language to non-native speakers of this language based on modern teaching methods in the study of the text based on independent work of students using modern innovative technologies (different gadgets). Not only the forms of work with students are changing and being considered, but also the approach to studying many issues of the theory and practice of teaching the language in the organization of independent work of students..

In modern conditions, the widespread use of the achievements of world science and innovation is becoming an important factor in the dynamic and sustainable development of all spheres of society and the state, building a worthy future for the country. Interesting graduates with developed cognitive needs, focused on self-development and self-realization, able to operate with the acquired knowledge, navigate in the modern information space, work productively, cooperate effectively, and adequately evaluate themselves and their achievements. To train such personnel, teachers need to use modern information technologies in their training when organizing student is independent work, for example, when studying and analyzing text. One of the pedagogical tasks today is the introduction into the educational process of such methods and techniques that will help students not only acquire certain knowledge, skills and abilities in a particular field of activity. Also, develop their creative abilities, where an important role is given to learning a foreign language in text-based using a computer, tablet, phone or iPod while the student is working independently

Thus, text-based learning in the organization of independent work of students based on modern information technologies (computer, tablet, phone, and iPod) has its own specific features that distinguish it from other forms of systematic learning. At least in that it does not rely on student self-education, but is a fundamentally new type of educational and cognitive

activity in the study of a foreign language.

In text teaching, the priority areas are the development of free, non-standard thinking, the development of activity and independence of cognitive activity, the formation of self-awareness and self-esteem of adolescents, as well as monologue speech. Pedagogical practice shows that teaching a foreign language with the help of texts is effective only when it built taking into account the abilities and interests of students, so the use of technology for independent work of students is relevant at this stage of the educational system.

Interest in texts as objects of joint learning arises already at the initial acquaintance with a foreign language, is formed at school and is associated with educational activities. In its formation, superficial motives of curiosity and entertainment prevail, but especially when studying a text based on modern information technologies - a computer, then already independently.

In the modern world, with today's youth on its own, solves a very important didactic task: it introduces the student to the world of computers and makes it possible simultaneously study a foreign language with the help of text. When first introduced to a computer, students are attracted to the most "amazing living machines", games and entertaining computer effects. While playing with a computer, they learn the basics of systems management, get used to seeing a partner in a computer. Foreign language learning games or educational games based on the construction of texts do not lose their significance at other stages of learning - teachers widely use their didactic capabilities and emotional appeal to interest the student in learning a foreign language, and a new formula is obtained: learning a language based on text and computer based on student's independent work. Nevertheless, if at the later stages of learning this kind of interest is dominant, if it takes hypertrophied forms, then negative consequences are inevitable. Excessive interest in computers and the Internet alienates students and takes them into the virtual world; the use of commercial games based on the ideology of violence, the desire to achieve a goal at any cost is very dangerous. Psychologists note that the habit of "computer murders", to impunity, to the ability to easily "take away several lives" and just as easily give them away, can turn into serious mental disorders. Some students remain interested in computer games for many years, this interest turns into a need (we conditionally called the group of students with this type of activity "players"). However, there is another point, the computer helps and facilitates learning for the student when learning a language, you can play monologues, dialogues, translate unfamiliar words and sentences, based on texts, educational and logical games built in the form of independent work.

As a rule, the ability to manage computer programs is transferred from the game to educational activities in a natural way, but there may be complications. There are cases when a child is so "attached" to games that even in the context of educational activities, he strives for entertainment, for external effects. It does not tie up the computer knowledge, distracted from the content of the lesson, in learning situations does not accept submitted information, then the teacher should motivate the learner with interesting and entertaining text, not a parallel distancing of the student from the computer, only gradually switching its attention to and considering the interests of today's youth. Thus, the teacher must be prepared to provide timely assistance to students for whom the process of interacting with the computer and the learning process are not combined. We analyzed the cases when the student sees learning bad information from display screen image in his mind is displayed as the picture, as vivid graphic image, the accompanying text there is no interest – student does not read it at all, or reading, not comprehending the contents. Such students also need the help of a teacher; they need a special training system that allows them to gradually rebuild the perception system, form an interest in the content of the text, or pick up the specifics taking into account the

student's interest, and teach them to comprehend the received information displayed on the display.

Interest in the process of computer management determines the nature of the student's attitude to the computer environment for the purpose of self-development or during independent work of students. We believe that it is very important for students to understand their role in computer education: they build a system of knowledge, receive information about the world around them, and the computer is only their assistant, a tool for their activity. The main goal of the teacher is to connect the student and the computer with an orientation of interests, in our case, learning a foreign language with the help of text when organizing the student's independent work is suitable for both, all tasks are completed quickly and efficiently. Using the principle of division of labor, one gets the result the other interprets it. However, the habit of working in such a bundle can lead to a loss of autonomy and a number of negative consequences. If a result-oriented student who does not show interest in managing computer devices has to work independently, or in a pair with his peers, then he tries to make a minimum of effort: he works according to the model, not seeking to expand his knowledge about systems and management methods. If a process-oriented student has to work independently, he tries to remember the facts without analyzing them, without delving into the content, without analyzing the result.

Interest in learning a foreign language with the help of text when organizing students' independent work. This type of interest has several gradations - interest in facts, cause-and-effect relationships, interest in the theory and methodology of studying a text or a monologue. This interest is not concentrated on the study of Russian or English, but extends to the study of groups of natural sciences or the humanities. It can be broad - on the subject as a whole, or local - on individual topics of the lesson. Information technologies, together with the education system, as a rule, are not only a subject of interest in himself or herself, but also stimulate interest in other subject knowledge, opening up access to information sources, providing means for its transformation. The motives and goals of learning based on the text and independently, the subjects of the didactic system, the computer or the Internet, or modern gadgets allow you to implement them, get a reliable result, which is a necessary condition for maintaining a sustainable interest in studying the subject. When mastering computer tools, students use the computer as a modeling system, as a means of computational laboratory experiments, and as a source of education or assimilation of new information through self-realization and self-education, forming the skills of independent work.

Our observations show that the expansion of cognitive capabilities with the help of information technology in teaching a foreign language based on text contributes to the development of a sustainable, conscious interest in learning new and extensive. Stimulation is implemented in several ways: by irradiating-spreading interest in learning, a foreign language based on text, without looking up from the computer, by requesting classes on the Internet or by working independently with computer material from other disciplines, by involving students in educational and research work. Particular attention should be paid to the transfer of acquired knowledge, skills and abilities to extracurricular activities, which is a sign of their interested development and relevance. An equally important problem is the lack of motivation in learning a foreign language, and the teacher must constantly pay attention to the level of motivation of students, taking into account their current interests, and increase it by setting clear goals, making classes varied, using different tasks, and using visual or game techniques, or the same modern gadgets.

However, the success of any modern information technology depends on the personality of the teacher. It must take into account the abilities of students, use an individual approach and

focus on the masses, while not forgetting that a foreign language is not a native language for students and it is difficult for them to overcome the language barrier on their own. Working in this mode changes the worldview of the teacher. An innovative teacher becomes interested in mastering modern information technologies and using them in the educational process. Thus, the teacher increases his social status, and increases his authority. The result is an increase in the professional skills of the teacher and recognition of his merits at different levels.

We can say that there is no unambiguous solution to all problems, and there are no clear instructions on how to deal with them. The best solution is to use a combination of different solutions, taking into account the characteristics of today's youth of the 21st century. Thus, in the process of learning the language and new words (vocabulary) in pairs at universities, it will be most productive and interesting for students if the teacher uses modern information technologies - gadgets that can help students develop memory and logical thinking when organizing students' independent work the study of various texts (fiction, business, journalistic and others). In addition, the student not only understands the way of expressing thoughts, but also perceives the language as a source of communication and expression in another, foreign language.

In this case, we believe that the modern information technologies we have considered will be the most productive and interesting for students when learning a language based on a text when organizing a student's independent work. The purpose of this method is the acquisition by students of new knowledge, skills and abilities, the development of their humanitarian thinking and intellectual abilities as a means of individual mastering new material or vocabulary, working independently. All this requires careful preparation on the part of the teacher and students for classes.

References

1. Adilov, S. A., Uzbek tilimasalalarni computer texnologi yalarivositasig atashkiletish (the Oly e-education massacring Rusisang uruhlariga): PED. Fanlarinom zodidarajasinioli shuchunavtoreferati (PhD). -T., 2019.

2. Akhmedova, M. M. "Problems of teaching the grammatical aspect of the Russian language." Problems and prospects of the development of philological science at the present stage: Int. conf. (Navoi, 2018). Navoi. 2018.

3. Nosirovna, M. M., &Musulmanovich, N. J. (2021). Dialect Words in the Works of Maksim Gorky. International Journal of Discoveries and Innovations in Applied Sciences, 1(3), 1-2.

4. Nosirovna, M. M., &Musulmanovich, N. J. (2021). Orphoepic Mistakes in Student Speech. Ижтимоий Фанларда Инновация онлайн илмийжурнали, 1(1), 115-118.

5. Nosirovna, M. M., &Musulmanovich, N. J. (2021, July). Dialectical Words and Neologisms in the Works of AS Pushkin. In Archive of Conferences (pp. 116-118).

6. Musurmankulova, M. N., Boymirzayev, D. B., &Norbadalov, D. M. (2021). HISTORY OF COMPARATIVE DIALECT STUDIES. CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES (2767-3758), 2(06), 55-60.

7. Musurmankulova, M. N., Boymirzayev, D. B., &Norbadalov, D. M. (2021). HISTORY OF COMPARATIVE DIALECT STUDIES. CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES (2767-3758), 2(06), 55-60.

8. Musurmankulova, M. N., Boymirzayev, D., &Koryogdiyeva, M. (2021). Comparative-dialectological comparative and its use in the comporative aspect. ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL, 11(2), 232-237.

9. Musurmankulova, M. N., &Azizova, N. R. (2021). Semantics of competence in pedagogy and comparative dialectologial competence in Russian and Uzbek languages. ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH, 10(4), 223-229.

10. Chistyakova G.D. The study of text understanding as a function of its semantic structure. - M.: MIR, 2020.

11. Turakulova, F. A., Tolqinjon, M., &Muxammadali, N. (2021). NORBOTABIY MADRASAH. ResearchJet Journal of Analysis and Inventions, 2(06), 306-309.

12. Туракулова, Ф. А. (2016). PRIORITY DIRECTIONS OF DEVELOPMENT OF PEDAGOGICAL SCIENCE. Учёный XXI века, (10 (23)), 58-59.

13. Туракулова, Ф. А., & Махмудова, О. Ю. (2014). Технология организации и проведения внеклассных мероприятий в период педагогической практики. Инновационная экономика: перспективы развития и совершенствования, (2 (5)), 268-273.

14. Туракулова, Ф. А. (2018). МЕЖНАЦИОНАЛЬНОЕ СПОКОЙСТВИЕ И ГАРМОНИЯ В ПРОСТОРНОМ УЗБЕКИСТАНЕ. Актуальные научные исследования в современном мире, (5-6), 36-39.

15. Туракулова, Ф. А., &Хушназарова, М. Ш. К. (2015). Биологические и социальные факторы развития ребенка. Инновационная экономика: перспективы развития и совершенствования, (2 (7)), 259-261.

16. РАЖАБАЛИЕВА, Г. М., & ТУРАКУЛОВА, Ф. А. (2015). СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ И ФУНКЦИИ СОВРЕМЕННОЙ СЕМЬИ. In Юность и Знания-Гарантия Успеха-2015 (pp. 311-313).

17. ТУРАКУЛОВА, Ф. А. ИСАКОВА, А. М., & ИСОМИТДИНОВ, С. С. (2014). ИГРЫ И РАЗМИНКИ ДЛЯ ПЕДАГОГОВ ВУЗА ПРИ ОБУЧЕНИИ СТУДЕНТОВ ВО ВНЕАУДИТОРНОЕ ВРЕМЯ. In Будущее науки-2014 (pp. 105-112).