

Using Learning Strategies In The Process Of Individual Work For Developing Learning Skills

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Abstract: *This article discusses the learning strategies that students apply to specific learning tasks. These strategies represent a special interest in the situation where the language of instruction is not native to students. Also, the author pays attention to techniques and approaches that facilitate the acquisition of receptive and productive skills in the learning process of foreign language. The author highlights the importance of self-directed learning strategies that enable students to take command over their learning.*

Key words: *metacognitive, cognitive, learning strategy, self-directed learning, self-management, foreign language.*

Teaching a foreign language at a university or school in our country involves the development of skills, for example, in English as a foreign language. The learning process takes place in a bilingual environment, with one or another share to use of native and foreign languages. Depending on language competence of students, English language and its instrumental function can be essential: instructions for performing exercises, formulating tasks, corrections of speech and grammatical errors. However, the usage of the native language is sometimes a necessary condition for effective classroom work, performing the function of the language of instruction, achieving cognitive and communicative interaction between teacher and students.

Independent work involves several forms, including: students' independent performance of assignments under direct supervision teacher during classroom sessions; homework by students, preparation for tests of various levels, translation

of texts outside the university. Successful work in both cases is possible only if there is a preliminary stage when the teacher gives the necessary methodological guidelines and as accurately and formulates tasks unambiguously.

The qualities of independent performing exercises, translations, control by the teacher, as well as self-control are contributed. With the help of self-control such an approach to independent activity is also associated with, when the student is aware of its necessity, diligence, and seeking strategies for successful performing extracurricular tasks. This is important when the language being taught to native students.

An international student whose competence is in other language is not always sufficient for adequate perception of educational information. The work experience in such groups indicates that the process of learning English language is hampered significantly by this circumstance.

Emerging at the communicative level of difficulties in perceiving tasks are formulated. In this situation, the language is not always able to play the role of a transmission links in the scheme “concept - word – translation”, knowledge of grammatical terms is not a priori and requires additional clarification, there is often a misunderstanding teacher and student.

In connection with these circumstances, both the teacher and the students have a need to use strategies of both study and training that would provide the necessary conditions for productive work. It's about such a process of planning, working out and evaluating educational material that will affect not only academic, but also the social experience of students and will become the key to their successful independent work and learning. It is also important to note that using teaching strategies that increase efficiency of task for the educator, while how a student's choice of the correct learning strategy is directly proportional to his academic success.

The teacher is faced with the task of proposing such techniques and approaches to studying English language that would help foreign students to enter the realities of the studied language into its conceptual apparatus in such circumstances. Also, students' need to develop their strategies for learning English, since only such a tool will allow to organize the process of converting receptive information into productive knowledge.

Learning strategies can be classified as metacognitive and cognitive according to their content. Cognitive strategies in the learning process include comprehension of the educational process, its planning, consistent implementation, assignments, assessment of the results of their own labor. In contrast, cognitive strategies are directly related to a specific job and applied, when processing new information received during training [2,132].

The following cognitive learning strategies are especially important in working with text when the teaching language is not native. It's a strategy that converting information into knowledge (elaboration) when a student complements material that have already known. The mnemonic strategy allows to organize the process of mastering new vocabulary based on familiar concepts, associations and keywords (in the native language). The student can memorize a new word or expression by combining a familiar key phrase or concept with image, assessing common features for these linguistic units [1: 65-82].

Generative processing strategy is important part of this model of working with text, when the reader achieves understanding text by correlating different parts of this text, and available knowledge. The text being worked out, carried out either in verbal form (notes, writing, highlighting text), or – in figurative (figure, diagram, diagram) [3, 87-94].

Another strategy that has been used when working with text is the strategy collective work (cooperative learning). Work of students in pairs or in small groups can be carried out with self-preparation for classes. In a situation

community of the native language can be much more productive discussion, analysis of the text in English, as well as its translation. Experience shows that the results of work use such a strategy are superior to the results of individual work.

The following strategies may be recommended to students when studying foreign language as a second or third to optimize this process. Among metacognitive strategies should be noted:

1. Preliminary identification of the basic principles of organizing the upcoming educational process (Advance Organizers).
2. General attitude to perform tasks (Directed Attention).
3. Identification of those aspects of learning a foreign language that will require special attention (Selective Attention).
4. Awareness and provision of conditions conducive to self-study (Self-management).
5. Work on those components of the language of instruction that will be required for completing an assignment for the study of English (Advance Preparation).
6. Control over your speech, its grammatical, phonetic, lexical components (Self-monitoring).
7. Correlation of the achieved success in learning English with the expected (Self-evaluation).

Among the cognitive strategies, it should be noted:

- Repetition of language models (Repetition).
- Using teaching materials on the target language (Resourcing).
- Correlation of new knowledge in the field of vocabulary with physical actions (Directed Physical Response).
- Using native language to understand the target language (Translation).
- Taking notes of rules and other educational materials (Note taking).
- Constant application of grammar rules in practice (Deduction).

- Correlation of new knowledge with visual images through familiar phrases,
- locations (Imagery).
- Memorizing new words of the English language through finding phonetic
- matches of these words in the native language (Key Word)
- The use of new words in a coherent phrase or sentence (Contextualization).
- Use of previously acquired language and general knowledge in the study English (Transfer).
- The use of general information for language guessing when acquaintance with new vocabulary (Inferencing).
- Using the capabilities of native speakers regarding repetition, paraphrasing language elements (Question for Clarification).
- Teamwork, the purpose for obtaining information and modeling of language activity (Cooperation).

In conclusion, the analysis of learning strategies in the process of mastering the English language showed that their content corresponds to the learning algorithm with a large share of self-control. The use of such strategies can improve significantly the retention of basic skills and improve not only linguistic, but also communicative competence. Also, integrated approach underlying cognitive strategies contributes to more effective mastering of various aspects of a foreign language, the development of techniques conscious, responsible, independent preparation for classes.

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