



## MANAGEMENT AND DEVELOPMENT OF STUDENTS' SELF- EDUCATION IN THE PROCESS OF LEARNING ENGLISH

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### Annotation

This article reveals the criteria for the formation of the skills of self-control of educational activities: knowledge on the theory of self-organization and self-control, their availability and quality; the level of practical possession of competencies that ensure the success of the process of self-organization and self-control of educational activities; awareness, expediency and systematic implementation of self-organization and self-control of educational activities.

**Keywords:** method, strategy, self-actualization, propaedeutic stage, pragmatic stage, consistency, activity.

### Introduction

In self-education, students in the process of learning English at non-linguistic faculties themselves determine what to teach and how to teach, gain knowledge about the content and methods that have hitherto been the prerogative of the teacher. By providing information to students about the peculiarities of the English language and encouraging them to develop their own instructions and language assignments, this learning system frees them from excessive dependence on the teacher and provides them with pedagogical strategies, according to which students can independently continue mastering professional competencies. Sh.A. Abdurakhmanov suggests that "the educational process should be it is aimed at achieving such a level of education of students that would be sufficient for an independent creative solution of ideological problems of a theoretical or applied nature [1: p.429].

Analysis of psychological and pedagogical sources, personal experience of teaching shows that the effectiveness of the self-management strategy increases if it is implemented not spontaneously, but in an orderly manner. The development and implementation of any pedagogical strategy is based on the relevant management principles.

The Law of the Republic of Uzbekistan "On Education" defines the principles of development and management of the education system: the humanistic nature of education, the priority of universal values, human life and health, free development,





education of citizenship; the unity of cultural and educational space; accessibility of education, adaptability of the education system to the level and characteristics of the development and training of students; the secular nature of public education educational institutions; freedom and pluralism in education; democratic, state–public nature of education management, autonomy of educational institutions. These management principles contribute to the sustainable functioning of the national pedagogical system.

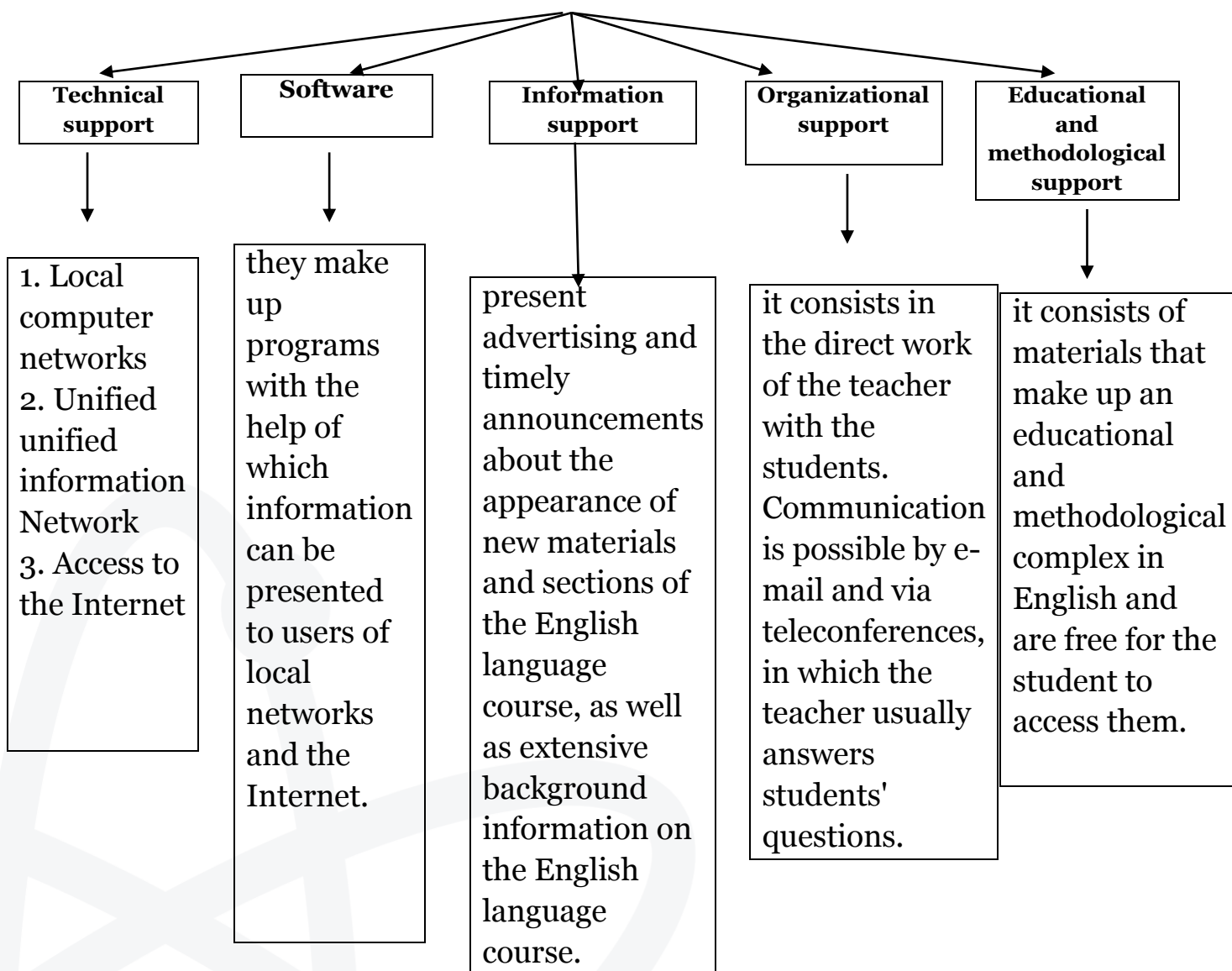
Considering the organization of independent work as a component of students' self-education, P.I. Pidkasisty formulates the following principles of development and management: the division of the educational material of the discipline studied into educational units; the definition of didactic goals of educational units using terms expressing the controlled activity of students; the management of students' independent work with the help of methodological instructions; systematic feedback, acting in the form of self-control and including also control by the teacher; full mastering of the corresponding didactic goals, transformed into cognitive tasks of each educational unit [2: p. 79].

Based on the study of the theory of the issue and practical experience, V.B. Sharonova determined the following principles of planning and organizing self-education: 1) a systematic approach in planning and organizing self–education; 2) conscientiousness of assimilation of scientific ideas and practical pedagogical experience; 3) consistency and continuity in the formation of skills for self-education; 4) connection of self-education with practical activity, a combination of scientific and theoretical training with the acquisition of skills and abilities necessary for professional activity; 5) voluntary nature self-education and purposeful management of this process, that is, the correspondence of the content to the self-educational level of training of the future specialist to his interests and inclinations [3: p. 34].

The development and management of self-education is not only aimed at regulating the properties of the subject of self-educational activity, but is also self-regulated by it, therefore it can be argued that this phenomenon is characterized by a sign of ergodicity. The development and management of self-education assumes the leading function of partnership. The dialogical nature of this process is due, firstly, to its humanistic orientation, and secondly, to the demands of the time, in particular, the transition to an individually–oriented organization of the educational process. For the successful development and management of self–education of a future specialist in the process of learning English at non-linguistic faculties, appropriate technical, software, information, educational, methodological and organizational support is necessary (Table1).



## Development and management of students' self-education in the process of learning English at non-linguistic faculties



Organizational and educational and methodological support of self-education forms relatively stable forms of learning. The strategy of self-government consists in teaching students pedagogical strategies for the purpose of their personal self-actualization and the development of independence in the organization of the educational process in English classes at non-linguistic faculties.

Pedagogical guidance of students' self-education based on the strategy of self-government goes through four stages: the



## **INTRODUCTORY STAGE**

Its purpose is to determine to what extent students have self-educational competence and are able to use it. As a rule, students have already mastered certain didactic and language technologies, but they either do not know how to apply them properly, or do not apply them systematically.

Experience shows that the most difficult and least mastered is the ability to set a goal for educational and cognitive activity, therefore, self-education training begins with drawing up a lesson plan based on the goal set by the teacher, and then plans for individual types of self-education for different periods. Next, students are given the opportunity to set a goal for themselves.

## **PROPAEDEUTIC STAGE**

At this stage, the means of self-education already available in the arsenal of students are actualized, which they have never thought about or never used purposefully. Here it is necessary to provide information about: aspects of the educational process; individual teaching styles; types of technologies that they already use and those offered by teachers; the share of responsibility that a student assumes in the learning process; approaches that can be used to evaluate the effectiveness of self-education. The tasks of this stage should identify the mechanisms of action, as well as a theoretical description of functional dependencies and relationships between phenomena and processes.

## **METHODICAL STEP**

At this stage, students learn the application of self-educational competence: how, when and in what sequence it is implemented in the acquisition of new competencies. The tasks of the third stage contribute to the development of competencies to build an abstract model, to search for logical connections between individual elements of a phenomenon, to explain phenomena by reducing them to the known, to find the cause of what is happening.

## **THE PRAGMATIC STAGE**

At this stage, students apply their self-educational competencies in various situations. The teacher specially develops such types of activities during which students have the opportunity to practice in the application of self-educational technologies and at the same time master the content of teaching in English; evaluate the use of various ways of acquiring professional competencies, personalize what they have learned about the essence and features of self-education. A characteristic feature of solving problems of



the fourth stage is that the activity side of solving problems is close to the structure of the activity of pedagogical analysis and creative search.

The conditions of a student's success in the process of developing and managing their own educational activities in the process of learning English include: a conscious desire for self-education in accordance with individual characteristics and needs of society; a sufficient level of self-educational competence; availability of language support and operational assistance in developing a trajectory of self-education; adequate self-assessment of their own achievements based on introspection and reflection, what allows you to see the individual result achieved; self-control and self-correction of cognitive activity. (4: p.68)

The criteria for the quality of development, management and self-management of a student's self-education in the process of learning English at non-linguistic faculties are:

**1) Subjective activity, which is determined by:**

Motivation, manifested in the interest of students in the formation of systematized competencies in the process of learning English at non-linguistic faculties, improving general culture;

Increased initiative and activity in language acquisition, expressed in intensive speech activity, acting as a prerequisite, condition and result of conscious assimilation of competencies;

The meaningfulness of the teaching, which presupposes the creative development of the self-learning process, arming with methods of independent work in English classes and outside;

Readiness for dialogue: possession of competencies to exchange information and opinions about the information received, compare one's point of view with others, maintain a conversation (conversation);

**2) Readiness for independent study of new material, which is expressed:**

the ability to independently set goals, i.e. the ability to independently formulate the goals and objectives of their activities; transition to the position of personal decision-making; reducing the number of requests for help;

**3) Rationalization of self-educational activity, which is represented by:**

the ability to design your own language activities in the form of a system of specific activities for an individual program with reference to the specific content of the English language;





the ability to self-organize learning, build independent activities and optimal use of free time for self-development;

the ability to most adequately monitor and evaluate the results of their studies; the ability to adjust self-educational activities.

Drawing conclusions, it can be noted that self-educational activity is characterized by: cognitive need, consciousness, motivation, independence (to a high degree), purposefulness, selectivity, organization, voluntariness, uniqueness. Therefore, if we are talking about a student's foreign language self-education, then his activity can be represented as a process in which he consciously turns to language material, feeling the need for it, determines the volume in which he wants to master it, determines the timing, methods and forms of doing this work, evaluates the results of his work himself and uses these results in new educational or professional situations. It becomes obvious that the student needs to develop certain skills in carrying out such activities. The structure of the self-education concept includes methodological foundations, core and practical conclusions. The content and semantic content of the concept is associated with forecasting the development of self-educational activity at the stages of reproduction, application, generalization and creation of new knowledge, as well as with the formulation of conditions for its continuity. Criteria for the formation of self-control skills of educational activity:

knowledge on the theory of self-organization and self-control, their availability and quality; the level of practical knowledge of competencies that ensure the success of the process of self-organization and self-control of educational activity; awareness, expediency and systematic implementation of self-organization and self-control of educational activity.

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