

University Students' Self-Directed Approach to Learning a Foreign Language

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Abstract: The article explores the main difficulties in promoting independent learning for students in non-language fields, especially when it comes to teaching foreign language communication. Independent study in foreign language education in higher professional education is seen as a way to gain a deep understanding of professional knowledge and cognitive methods. The author has examined theoretical approaches and learned from Russian and international teaching experiences. The methodological and organizational aspects of this issue were examined and outlined systematically. Considering current circumstances, the educational potential of combining traditional and distance learning for organizing students' independent work is also discussed.

Keywords: Extensive language materials, the development of critical thinking, the establishment of methodological assistance, engaging in active learning methods, customization of educational activities, and remote monitoring of learning outcomes.

In the ever-changing landscape of higher education, the methods of how students learn and acquire new skills have evolved. This is especially true in the realm of foreign language acquisition, where university students are increasingly seeking out independent means to develop proficiency in a language beyond what is offered within the confines of traditional coursework. The reasons for this shift are multifaceted, including the desire for practical global communication skills, the flexibility to explore personal interests, and the growing availability of resources that facilitate independent study. This article aims to delve into the trend of university students engaging in self-guided efforts to develop foreign language skills, examining the motivations behind this approach, the methods employed, and the impact on their overall education and future prospects.

University students pursuing independent study of foreign languages are often driven by a combination of personal and professional motivations. Many recognize the practical benefits of being multilingual in an increasingly globalized world. The ability to communicate in another language can open up new opportunities for travel, work, and cultural immersion, as well as enhance understanding of different perspectives and ways of life. Additionally, with the rise of remote work and international collaboration, language skills have become an invaluable asset in various fields, including business, diplomacy, and academia. As a result, students recognize that

proficiency in a foreign language can greatly enhance their marketability and competitiveness in the job market.

Furthermore, university students often have diverse interests and aspirations, which are not always fulfilled by the language offerings within their institution's curriculum. The lack of qualified pedagogical personnel in higher education, the problems of cooperation with foreign educational institutions that are not sufficiently established are among the main issues on the agenda of today's educational reforms. At the same time, the introduction of advanced foreign experience in the educational process, as well as the transition to internships and professional development in foreign institutions also necessitate a radical improvement of the higher education system. Knowledge of foreign languages by a modern pedagogical worker in a foreign language is a modern requirement for literacy.

Methods of Independent Study. The rise of technology and digital resources has significantly facilitated the independent study of foreign languages for university students. Online platforms, mobile applications, and digital language learning tools provide students with access to a wealth of authentic language materials, interactive exercises, and virtual language exchange opportunities. These resources have empowered students to chart their own learning paths, enabling them to tailor their language study to their academic schedules, preferences, and learning styles. Additionally, university students often seek out authentic materials such as foreign films, music, literature, and news in their target language to immerse themselves in the linguistic and cultural context. This exposure to real-world language usage not only enriches their understanding of the language, but also broadens their cultural horizons. Furthermore, many students engage in language exchange partnerships or seek out native speakers for conversation practice, thereby honing their oral communication skills and gaining insight into the cultural nuances of the language.

Gaining language competence is essential for developing students' critical thinking skills, professional inventiveness, and intellectual horizons all of which are crucial components that help them navigate their career routes on their own [Broad: 120]. Non-linguistic pupils confront a special difficulty in the dynamic framework of changing educational procedures as they deal with the constraints 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.

Language proficiency is becoming more and more necessary in a time of growing interconnection and globalization. Modern learners are driven not only by the requirement for language competency but also by the desire to develop skills that promote international socializing. Nonetheless, students studying non-linguistic

subjects struggle with their limited exposure to traditional classroom environments, thus a careful analysis of creative and effective methods for setting up autonomous language instruction is required. This study addresses the issues brought on by little classroom interaction and the requirement to promote linguistic proficiency by closely examining the dynamics of autonomous student work in linguistic education. With a focus on theoretical underpinnings, insights from local and global pedagogical experiences, and an examination of the practical aspects of language instruction, the study seeks to shed light on the changing field of language education.

Essentially, the goal of this investigation is to add to the current conversation on language instruction in higher education by emphasizing the crucial role that independent study plays in bridging the gap between formal instruction and practical language proficiency. Understanding and improving the organizational and methodological components of language teaching is crucial as the educational landscape changes because it will prepare students to face the challenges of a world that is becoming more linked and globalized

Research Results: There are important study-related topics—motivation, learning styles, creativity, and transferable skills—that will be discussed in this section of the paper. Websites state that motivation is a theoretical concept that explains behavior. It stands for the motivations behind people's needs, wants, and behaviors. Motivation also directly enhances learning by increasing creativity, deepening understanding, and promoting joy. Intrinsic motivation is essential to the creative process and relies on students pursuing meaningful goals. “Create” is at the top of Bloom’s taxonomy for a reason: By noticing broader patterns and connecting material across academic disciplines, creative thinking can facilitate deeper cross-curricular learning. Another way to think about motivation is as a person's path toward conduct or what makes them wish to repeat an action and vice versa. A person's motivation is what drives them to act in a particular way or, at the very least, to exhibit a particular tendency toward action. [3] Each person is interested in different topics in different ways. S. Cottrell offers the following strategies for maintaining motivation:

- Being practical: careful consideration

Being realistic entails careful consideration of potential obstacles and preparation Prepare the individual to fight for victory rather than to come in last.

- Having high expectations: Very little may be accomplished if one has low expectations. When someone has great expectations for themselves, they must prepare and make sure they give themselves the best opportunity.

- Establishing reasonable benchmarks: attainable objectives are those that are feasible. A person may become discouraged if they mistake dreams for objectives and their dreams don't come true.

- Rewarding accomplishment: Giving yourself a prize when you meet a goal can help you stay motivated. Bonuses are something that, depending on the magnitude of the work, one may truly enjoy.

- Documenting success: maintaining a record of your accomplishments might be beneficial.

Maintaining a record of your accomplishments might aid in tracking your success. A history of accomplishments can inspire enthusiasm for new endeavors.

- Finding the interest: Despite the task's difficulties, it may appear easy to someone who is interested in it. Even if a task is challenging or uninteresting, it can always be made enjoyable.

Conclusion:

The article concludes by highlighting the independent study of foreign language skills by university students represents a significant shift in contemporary higher education. Motivated by a desire for practical skills, personal interests, and the availability of resources, students are taking charge of their language learning trajectories. Through the utilization of digital resources, authentic materials, and cultural immersion, students are honing their language skills and gaining valuable experiences that extend beyond traditional classroom settings. This self-directed approach not only contributes to their linguistic proficiency but also instills them with essential skills that are transferrable to their future careers. As universities continue to recognize and support the independent efforts of their students, the trend of self-guided language acquisition is poised to become an integral part of the modern higher education experience.

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