



EFFECTIVE SOLUTION TO PROBLEMS IN MENTAL DEVELOPMENT THE INDEPENDENCE OF STUDENTS IN A FOREIGN LANGUAGE

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ABSTRACT

This article deals with pedagogical process, which help students to enrich independently effective methods in the system of teaching process in order to learn the materials of the lessons process effectively.

Key words: *rational, scientific-practical methods, problems of transformation of knowledge, anticipation level of learning and results.*

INTRODUCTION

On the basis of the available scientific and practical achievements in the process of optimizing teaching, the introduction of pedagogical theory into teaching practice is of great importance, as is the orderly system of teacher's activities, the teacher's professional skills, skills and results of knowledge, skills and value orientations of students.

It is very important to successfully introduce the achievements of pedagogical theories into teaching practice by applying relatively standardized scientific and practical methods. This means that the idea and experience are not automatically introduced into the learning process, but need to be thoroughly rethought in the teacher's practical work. What is the prerequisite for this rethinking? It is to establish contradictions between what has been achieved and what has been set in the process of educating and training students.

Naturally, there are contradictions in this process, on the basis of which the teacher creates pedagogical tasks that are specially designed with didactic interaction options. The creative approach is thus based on the use of scientific and practical methods. At a qualitatively new level of education, the current creative process is based on perfectly presented samples, justified norms of the present and future. A reliable reference point for teachers is a system of standardized conclusions from proven scientific research.

MAIN PART

Only in joint work can a teacher see in the system of facts (information, methods, relations) a system of ideas on the basis of which it is advisable to improve the knowledge, skills and orientation of students. In this situation, in practice, there is an overload and unwillingness of students to obtain the necessary knowledge. The problem arises: how scientific ideas are implemented in practice and the problem of forming students' mental independence. Special attention should be paid not only to the technique of the pedagogical process, but also to the qualitative result obtained in the knowledge and skills of students.

Critically rethink the options for didactic interaction to build a system of theoretical conclusions from simple to complex, an algorithm for their implementation in the process of teaching English as a second foreign language, then you can engage in a set of tasks for each of the selected theoretical conclusions. This is less acceptable in the example of organizing the consolidation of the material, taking into account the vocabulary

and the use of international technical and technological terms in the specialization, encouraging students to make comparisons, comparisons to deepen new material, what the material has in common and what the differences are, students learn to analyze their answers. They are also encouraged to find answers on this topic at home and to reconstruct in detail the answers that were practiced in class.

For teachers to effectively select the tasks that require students to have theoretical knowledge and generalizations, this leads students to high-quality independent study of scientific and technical literature in a specialization where foreign words (vocabulary) increase vocabulary and motivation to speak a foreign language: firstly, knowledge of a certain factual material is enriched; secondly, knowledge of thought processes is enhanced; thirdly, students are able to work with additional literature. All this develops a system of tasks that help students develop their mental independence.

It is necessary to teach students how to search for their own ideas and the culture of intellectual search. The teacher's ability to target students at highlighting essential information, summarizing facts, features of skills and practical application of the knowledge gained is the most important way to success in mastering knowledge.

Teaching students logical thinking (presentation) of educational material encourages them to master the methods of asking questions to the information they are studying and generalization techniques of classification of features and phenomena with the ability to apply theoretical knowledge in future situations. All of this is the teacher's ability to present scientific ideas as pedagogical tasks formed as a system of tasks for students to form specific skills. The basis and condition for in-depth knowledge is a thorough analysis of information, the ability to put forward cognitive tasks with an emphasis on the source of knowledge, a well-thought out system of questions that makes it possible to increase interest in thinking, comparing, summarizing and communicating freely in a foreign language. In order to improve the methods of obtaining knowledge in the process of checking knowledge and summing up independent work, when discussing more rational methods of comparing new information with previously learned information, students improve their knowledge and skills from lesson to lesson and acquire practical skills learn to obtain and form the knowledge obtained independently.

It is important to apply the pedagogical ideas skillfully, to structure the discovered scientific ideas in the order of their complexity (so that the students are not at the same level of development), to be able to direct the efforts of their students with new ways of gaining knowledge, to constantly analyze the situation correction, to successfully resolve the problem of contradictions between the achieved result and the forecasted key to the successful implementation of the problem in general. However, it is impossible to form the specified qualities of a student (related to the formation of mental independence) on the basis of one dedicated didactic interaction. It is important to first identify the criteria by which the results of successful activity are checked and then select the information to achieve the required quality of student knowledge. It is advisable to prepare them such tasks so that their thoughts can be directed in the right direction, with varying degrees of activity being based on the peculiarities of different languages (in this case Uzbek) when learning a second foreign language.

CONCLUSION

An important point in the formation of students' mental independence is the ability to retell the content of the topic (text) and summarize it using certain lexical levels, translation is also welcome, it contributes to the development of English written speech.

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