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ABSTRACT

of the dissertation for the degree of Doctor of Science

SCIENTIFIC PEDAGOGICAL BASIS OF ORGANIZING STUDENTS' INDEPENDENT WORK IN THE PROCESS OF TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

Speciality: 5801.01 – Theory and methodology of education and training (methodology of teaching English)

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GENERAL CHARACTERISTICS OF THE RESEARCH

Urgency of the theme and the degree of the research. The socio-economic development of Azerbaijan, intensively and rapidly expanding international relations, efforts and successes in the direction of integration into the modern educational space, and at the same time the constant updating of the information space, impose new demands on the process of teaching foreign languages, which is one of the important conditions for the personnel potential of these fields.

The need to update the content of teaching foreign languages in higher education institutions is determined by modern socio-cultural conditions, i.e. the growing role of intercultural communication, the integration of Azerbaijan into the European and world economic community, the relations established between representatives of different cultures and speakers of different languages.

The preparation of a comprehensively developed specialist who can meet the demands of modern society, who is distinguished by his creative and professional competence, who can solve the problems encountered in his professional activity, requires the development of training and teaching forms, which develop the creative and cognitive abilities of students and make them independent. develop their knowledge acquisition skills.

Currently, one of the main educational tasks of higher education institutions is to train specialists who are distinguished by their professional competence, who quickly adapt to changing living conditions, who have the ability to take initiative, make independent decisions and apply them. This requirement stipulates self-development, self-improvement and the ability of the personality to constantly self-educate, which coincides with the need for continuous education, the formation and development of students' cognitive activity and independence, that is, the main policy of modern education.

Qualities such as the development of students' cognitive activity, the ability to work independently, the habit of applying knowledge creatively, and the ability to make independent decisions, which are the basis of the modern personnel policy of higher education

institutions, first of all require a new content and quality change in the training of those personnel, in the teaching process, which is the first of all, it stipulates the research of scientific-theoretical literature in this direction and the creation of a practice-oriented base.

In the process of teaching English in higher educational institutions, it highlights the relevance of the dissertation, which is aimed at researching the scientific pedagogical bases of the organization of students' independent work, developing scientifically based and experimentally tested methodical work methods in this direction.

The first point that draws attention in the scientific-theoretical literature researched in order to find out the degree of development of the subject is the study of the ways of organizing the independent work of students in secondary general education schools. In the analyzed sources, there are conflicting points in defining the term "independent work" and revealing its essence.[1]

In the works of many authors, broad, specific, fundamental ideas were put forward and certain results were obtained by conducting analyses. Of these, M.G.Garunov, V.P.Bashirov, R.Huseynzade, I.L.Bim, K.L.Butyagina, G.M.Burdenyuk, V.Graf, R.A.Lozovskaya, G.V.Rogova, T.G.Sorokina, E.Y.Tarvidene, A.V.Tretyakova, T.I.Shalavina, G.C.Huseynzade. As A.S.Shiraliyev, D.A.Ismayilova, A.Osmanova, N.E.Zeynalova, R.Abbasov and others mainly researched ways of organizing independent work based on the requirements of the transition stage from secondary education to higher education, in those works, in the process of teaching English

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[1] Есипов, Б.П. Самостоятельная работа учащихся на уроках / Б.П.Есипов. – Москва: Учпедгиз, – 1961. – 139 с.; Мерзлякова, Л.В. Актуализация самостоятельной работы студентов в современном образовательном процессе / Л.В.Мерзлякова, Н.П.Башкова. // Самостоятельная работа студентов: модели, опыт, технологии / под ред. М.Г.Савельевой. – Ижевск: – 2009. – с.181-185; Пидкасистый, П.И. Организация учебно-производственной деятельности студента / П.И.Пидкасистый. – Москва: Педагогическое общество России, – 2004; Campbell, D. Professor Grammar's Rule / D.Campbell. – London: BBC English, – 1991. – 64 p.; Palmer, H.E. The Principles of Language Study / H.E.Palmer. – London: Oxford Universit Press, – 1964. – 142 p.

in higher schools, the independent work of students it is possible to see the full picture of the organization.

Taking into account the above, it can be noted that the issues of organizing independent work with students in higher education institutions are still relevant in modern times. So, the subject we have involved in the research should be studied based on the existing conditions and social methodological, psychological and pedagogical situation, analysis should be carried out and a number of scientific and practical results should be shown in accordance with modern requirements.

The object and subject of the research. The object of the study is the process of organizing students' independent work in teaching English in higher educational institutions, and the subject is theoretical and practical research of the methodology of organizing students' independent work in teaching English in higher education institutions.

Research goals and objectives. The main goal of the scientific research work is to develop the methodological, psychological and pedagogical scientific theoretical foundations of the organization of students' independent work in the process of teaching English in higher educational institutions, to study its application in practice, and to create a system of experimentally tested tasks.

Based on the purpose of scientific research, the following *tasks* are defined:

-to determine the psychological, methodological and didactic bases of the organization of students' independent work in teaching English in higher education institutions;

-to analyze scientific-theoretical literature on research;

-to analyze the current situation in the audience in terms of problems;

-to analyze the existing problem based on the request;

-to analyze the setting of the problem and the current situation in the textbooks;

-to determine modern methods and methods of organizing independent work;

-to determine effective ways of creating motivation in students in organizing independent work;

-to determine effective ways of using technical means in organizing independent work;

-to determine competencies for students' independent work in teaching English in higher education institutions and to determine their evaluation criteria;

-to investigate the difficulties faced by the students during the organization of their independent work and the reasons that created them;

-to determine training models based on the organization of students' independent work in teaching English in higher education institutions;

-experimentally approving training models based on the set requirements, analyzing the situation in the audience experience;

Research methods. Theoretical analysis and content, social pedagogical method, experimental method, empirical method and mathematical statistical method were used in the research work.

The main arguments of the thesis to be defended. The following provisions regarding the scientific-pedagogical analysis of the organization of students' independent work in the process of teaching English in higher educational institutions are submitted for defense:

1. In the process of teaching English in higher education institutions, it is necessary to establish a special educational system by putting the psychological state of individuals in the foreground in the organization of students' independent work;

2. It is important to determine certain methodological aspects during the organization of students' independent work in the process of teaching English in higher education institutions;

3. It is of great importance to eliminate problematic points in the organization of English language teaching in higher education institutions. The perfect development of teaching-methodical resources, which have a direct impact on the quality of teaching, is formed based on observations and surveys;

4. In the organization of students' independent work in higher education institutions, methods and methods that meet modern and European standards have been systematized, and the issue of the need to prepare special task folders emerges;

5. One of the main points is the establishment of a system of evaluation criteria for the purpose of checking the quality of teaching and checking the result value of methods and methods applied during teaching.

Scientific novelty of the research. In the process of teaching English in higher education institutions, the role of students' independent work has been determined and the ways and methods of their correct organization have been determined, a new methodical model and task system has been developed.

Theoretical and practical significance of research. The theoretical importance of the research work is evaluated first of all in terms of the theoretical explanation of the theoretical opposition of the terms "independent work" and "self-regulation", and to what extent they are identical or different from each other. Similarly, in this chain of contradictions, and especially in the context of higher education, determining the place and role of students' independent work is theoretically important. The practical importance of the research work is that the proposed theoretical propositions and experimental teaching materials, the proposed models for the organization of students' independent work in the process of teaching English in higher education institutions can be used in the process of teaching foreign languages, in lectures and seminars, and in the preparation of various methodological tools.

Approbation and application. Approval of the main provisions of the dissertation at the 1st, 2nd, 3rd and 4th republican scientific conferences entitled "Actual problems of teaching foreign languages", at the 14th and 15th republican scientific conferences of doctoral students and young researchers, at the international scientific conference "Intercultural dialogue: linguistic, pedagogical and literary aspects" conducted in the form of reports. The specific results of the research were expressed in 31 scientific articles published in our country and abroad (Kazakhstan).

The name of the organization where the thesis was performed. The dissertation was completed at the Department of Foreign Language Teaching Methodology at the Faculty of Education-1 of the Azerbaijan University of Languages.

The total volume of the thesis with characters indicating the volume of the structural sections separately. Dissertation work consists of introduction, 4 chapters, conclusion, list of used literature. The introductory part of the dissertation is 5 pages (8 707 marks), Chapter I 45 pages (86 338 marks), Chapter II 50 pages (92 235 marks), Chapter III 54 pages (101 217 marks), Chapter IV 63 pages (115 778 marks), the result part is 8 pages (13 422 characters), and the total volume is 417 659 characters.

THE MAIN CONTENT OF THE RESEARCH

The **introduction** of the thesis states the relevance of the topic, object and subject of the thesis, goals and tasks of the research, research methods, the main arguments to be defended, scientific innovation, theoretical and practical importance, approbation and application, the name of the organization where the thesis was performed.

Chapter I of the dissertation is entitled **"Scientific-theoretical bases of organizing students' independent work in the process of teaching English in higher education institutions"**. This chapter consists of 3 paragraphs.

In the paragraphs of the chapter, the organization of students' independent work in the process of teaching English in higher education institutions was investigated in three directions – methodological, didactic and psychological bases.

The problem of organizing students' independent work in the process of learning English is becoming more relevant day by day. The issue that necessitates topicality is related to a number of factors. Thus, in the globalized world, states and nations are improving and developing scientific, political, economic and cultural relations. English, an international language, is used as the main communication tool for the establishment of these relations.

On the study of independent studies of requirements, B.P.Yesipov[2], İ.Y.Lerner[3], P.İ.Pidkasisti[4], Y.Y.Golant[5], M.İ.Mahmudov[6] and other scholarships publitioned fundamental works. In their fundamental articles, textbooks and books, various aspects of students' independent work: essence, form and types, the relationship between independence and activity, sources of students' cognitive independence, etc. has found its reflection.

So, T.I.Shamova considering students' independent work as a form of organizing students' cognitive activity, identified five characteristic aspects of independent work. They are the following: 1) having a goal; 2) specific task; 3) a clear form of expression of the result of the work; 4) definition of the result verification form; 5) compulsory performance of work by students.[7]

The analysis of the above definitions leads to the conclusion that there is no specific and clear definition for the term "student independent work". Nevertheless, although different definitions are given to independent work performed by students, it is possible to gather all these definitions around one idea.

Thus, independent work is a planned, individual or collective scientific or educational work carried out under the methodical or scientific guidance or control of the teacher during the training process. It can be considered that one of the most convenient and proven ways to increase knowledge is students' independent work in

[2] Есипов, Б.П. Самостоятельная работа учащихся на уроках / Б.П.Есипов. – Москва: Учпедгиз, – 1961. – 139 с.

[3] Лернер, И.Я. Концепция базового содержания образования / И.Я.Лернер. – Москва: – 1991.

[4] Одинокая, М.А. Применение технологии интерактивного обучения для организации самостоятельной работы студентов // Вопросы методики преподавания в вузе. Санкт-Петербургский государственный политехнический университет, – 2013. №3(17), – с.228-235.

[5] Головко, Л. Роль самостояателной работы студентов в процесе подготовки специалистов агропромыслового комплекса // Освита и управления. – 1998. №2, – с.100-103.

[6] Mahmudova, R. Ali məktəbdə tələbə müstəqil işinin imkanları və yolları / R.Mahmudova. – Bakı: Çaşıoğlu, – 2005. – 135 s.

[7] https://infourok.ru/dissertaciya-po-teme-formirovanie-navikov-samostoyatelnoy-raboti-na-urokah-angliyskogo-yazika-v-sredney-shkole-3156596.html

the classroom and outside the classroom. In modern times, the organization of lessons is directed from teacher-centered training to student-centered (student-centered) teaching. Changing the requirements, goals and content of education for the level of professional training of students in higher education institutions primarily highlights the problem of the quality of education.

In this regard prof. B.A.Ahmadov noted that: *"The task of those who teach and nurture, whether in general education schools or higher education institutions, is not only to give ready knowledge, but also to teach ways to gain knowledge independently"*.[8]

Independent work can be carried out in various organizational forms: individual, pair, small groups and whole group. Each of these forms is designed to create and develop students' organizational, informational, cognitive and communication skills, all of which, together with the development of teaching methods, will ensure improvements in language acquisition. The choice of the organizational form and the place of application is determined by the nature of the material, the type of activity developed, the age and psychological characteristics of the students, as well as the degree to which the foreign language classroom is equipped with the required technical means.

I.A.Zimnya emphasizes that the organization of independent work in the English language class consists of four stages: *"1. Preparatory work, when the teacher informs students about the purpose of independent work, reveals the possibilities of its more successful implementation, invites everyone to consult him and use additional literature if necessary. 2. Students' independent work process in class. It is not enough to encourage students to engage in mental work and to fulfill certain requirements, but also to achieve the necessary development of their interest in mental activity, to gradually move from reproductive to more complex work, to use skills, reference books, dictionaries, and finally, their imagination.3. Summary-generalization: inclusion of independent work in audience*

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[8] Əhmədov, B. Elmi-texniki inqilab və müəllim hazırlığı // "Azərbaycan məktəbi" jurnalı. – Bakı: – 1978. №6, – s.19-26.

work, a more or less complex version of homework.4. Conclusion: students choose creative tasks for self-education system”.[9]

The technology of formation of independent work skills and habits of learners in the process of learning English is the interaction between the teacher and the student, and is aimed at the formation of the skills and abilities of the receptive types of speaking activity (listening, reading).

Methodical literature revealed the following main reasons for the growing importance of students' independent work:[10]

- the rapid increase of scientific information;

- to provide educational information at the highest level;

- formation and development of personality qualities of a modern specialist: independence, action, persuasion, etc.

When studying the methodological bases of the organization of students' independent work in the process of teaching a foreign language in higher educational institutions, we come to the conclusion that the following considerations mentioned in the scientific theoretical literature are correct:

-auditory and extra-auditory independent works included in the curriculum of the higher school increase students' cognitive activity, develop their creative abilities, form research competence in them, and ensure professional-specialization training. Independent work encourages the student to engage in self-education, self-education and self-improvement, and is considered a path to continuous, "lifelong" learning.

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[9] Зимняя, И.А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании // Высшее образование сегодня. – 2003. №5, – с.34-42.

[10] Бунтова, Е.В. Методические требования к содержанию и организации самостоятельной работы студентов при обучении теории вероятностей и математической статистики // Актуальные проблемы развития высшего и среднего образования на современном этапе: мат-лы V науч.-практ. конф. ученых и педагогов-практиков. – Самара: Изд-во Самарского научного центра РАН. – 2008. – с.181-185. Ибрагимова, Е.М. Методические рекомендации преподавателям по формированию исследовательской компетенции студентов в процессе проблемного обучения // Методическое пособие для преподавателей. – Казань: Изд-во Казан. ун-та, – 2016. – 52 с.

-the student performs independent work efficiently and productively if it is purposefully, systematically, regularly, consistently and comparatively organized.

-in higher school, different forms of independent work are more successful when they are united on the basis of succession.

-during the organization of the student's independent work, in order to ensure the quality, relevant physiological, medical, social, pedagogical, psychological, didactic, methodical rules should be followed.

-the effective organization and high-quality implementation of the student's independent work depends very much on the professor-teacher staff of the higher education institution, the executive director, his diagnostic and predictive activity, the ability to direct the student in the appropriate direction, his mastery and the ability to cooperate with the learner, as in the educational activity in the higher school, the student the main "burden" in the organization of independent work falls on the guide - the teacher. A guide - a teacher does not "give" a ready-made knowledge to a student, shows how to acquire knowledge independently, creates enthusiasm and inclination for science, research, and search in future followers, trains young people who are able to investigate the realities that have been confirmed in science, forms not only a professional specialist, but a creative specialist, and in this complex structure copes with using the necessary opportunities, types, methods and forms of education, especially independent work.

The theoretical basis for the organization of students' independent work includes students' consideration of the following requirements when mastering the basic level of a foreign language:

1) formation of communicative foreign language competence for successful socialization and intercultural communication in the modern multicultural world;

2) to have knowledge about the socio-cultural characteristics of the country/countries, the ability to establish verbal and non-verbal behavior adequate to these characteristics, the ability to distinguish what is common and different in the cultures of the native country and the country/countries of the target language;

3) increase of foreign language knowledge to the standard level, which allows to communicate both orally and in writing with representatives of countries that speak a foreign language and use the learned language as a means of communication;

4) it is very necessary to develop the ability to use a foreign language to receive information from foreign sources for the purposes of education and self-education.

V.V.Davydov notes that: *"Independent work is a complex didactic education that reflects the characteristics of the mutual activities of the teacher and the student. In relation to the teacher, this work is both a teaching method and a teaching tool, a form of interrelated activity, and in relation to the learner - a teaching method, a method of cognitive activity, a form of teaching and cognitive activity".*[11]

In didactics, independence is also considered as an important personal quality and self-organization system. All types of independent work used in the educational process can be classified according to various criteria: according to the didactic purpose, according to the nature and content of the educational activity of students, the degree of independence and creative element of students, etc.

All types of independent work on a didactic goal can be divided into five groups:

- to acquire new knowledge, acquire the ability to acquire knowledge independently;

-strengthening and clarification of knowledge;

-development of skills to apply knowledge in solving educational and practical problems;

-analyzing and summarizing (systematizing) the collected information;

-formation of practical skills and abilities;

-the formation of a creative character, the ability to apply knowledge in a complex situation.

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[11] Гузанов, Б.Н. Организация самостоятельной работы студентов в условиях реализации многоуровневой модели обучения. Монография / Б.Н.Гузанов, Н.В.Морозова. – Екатеринбург, РГППУ, – 2014.

The independent work system should ensure the main principles of didactics and, above all, the principles of accessibility and systematicity, the connection between theory and practice, conscious and creative activity, and the principle of teaching at a high scientific level.

In the English language teaching methodology published by L.S.Pichkova, students' independent works are not opened according to the degree of difficulty.[12]

To date, D.E.Franki, V.G.Kisil, I.V.Perlova, Y.N.Zaitseva, Y.V.Filimonova, T.D.Rechkina, who have studied the problems of students' independent work in education, have identified two main lines in the study of the process of independent activity:[13]

1) didactic-methodological component of experimental study of means of organizing independent work in the teaching system;

2) psychological and didactic component, including learning the mechanism of independent action in the educational process.

Both of these two lines are important, but the first component, more precisely the didactic-methodological component, is more important.

Azerbaijani pedagogue-scientist N.M.Kazimov systematized the thirteen principle divisions of training:[14]

-the principle of connecting training with life;

-the principle of creating suitable conditions for training;

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[12] Пичкова, Л.С. Организация самостоятельной работы студентов как фактор формирования профессионально значимых компетенций // Пути повышения конкурентоспособности экономики России в условиях глобализации, Материалы конференции. МГИМО(У)МИД РФ. – Москва: МГИМО-Университет, – 2008.

[13] http://www.dslib.net/obw-pedagogika/multimedia-kak-sredstvo-inten sifi- kacii-samostojatelnoj-raboty-studentov-v.html Срода, Р.Б. Воспитания активностей и самостоятельности учащихся в / Р.Б.Срода. – Москва: Изд-во АПН РСФСР, – 1956. – с.7; Пассов, Е.И. Концепция коммуникативного обучения / Е.И.Пассов, В.Б.Царьков. – Москва: – 1993.Макарова, М.П., Косырев В.П. Научно-методическое обеспечение организации подготовки бакалавров на компетентностной основе // Известия Самарской государственной сельскохозяйственной академии. – 2013. №2, – с.111-115.

[14] Kazımov, N.M. Ali məktəb pedaqogikası / N.M.Kazımov. – Bakı: – 2006. – 434 s.

-the consideration of individual characteristics in training and the principle of relevance;

-the principle of cooperation in training;

-the principle of the unity of direct and vice versa relationship in training;

-the principle of awareness and activity in training;

-the principle of scientificity in training;

-educational principle of training;

-the educative principle of training;

-the developing principle of training;

-the principle that education serves understanding;

-the principle of using different methods;

-the principle of strengthening knowledge and skills in training.

Unlike N.M.Kazimov, prof. B.A.Ahmadov approaches the issue more succinctly and notes that the training has the following principles:[15]

-that education serves the purpose of building society;

-selection of training material based on its purpose;

-selection of training tools based on their content;

-consideration of the student's (student's) ability in training;

-selection of training methods based on its means;

-scientific principle;

- the principle of awareness, activity and independence;

- principle of systematicity;

-studying the internal logic of the subject;

-solid assimilation of knowledge;

-unity of visualization and generalization;

-unity of reproductive and productive thinking.

The organization of students' independent work is carried out taking into account the didactic principles that reflect the characteristics of this direction of pedagogical activity at the university. These principles are grouped as follows:

1. The principle of unification of students' educational (performed in the auditorium) and independent (outside the auditorium)

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activities. Auditory exercises should ensure that the required minimum independent work is performed by all students and that the tasks are carried out under the supervision of the teacher. For the successful implementation of independent work, the teacher develops instructions and algorithms that help in the successful execution of tasks and are aimed at developing the independence of students.

2. The principle of individualization and differentiation, which allows taking into account the cognitive abilities and interests of students. The implementation of this principle requires independent work of various degrees. This is due to the fact that students have different intelligence levels. Tasks of different levels should include a mandatory part that includes the requirements of the standard of higher professional education. Students who successfully solve their own tasks can be given more complex individual tasks, for example, they can be offered to participate in scientific research, work on a project, help relatively weak students.

3. The principle of professional direction, which contributes to the transfer of educational and cognitive activities of students to professional and pedagogical activities. It is characterized by the individual qualities of a professional and pedagogic teacher, is formed and developed based on interest in pedagogical activity, theoretical knowledge, and is strengthened by the pedagogical experience gained by future teachers during teaching practice at a higher school. One of the ways and means of increasing the professional interest of students is to solve pedagogical problems at a high level of skill, complete teaching and creative tasks, prepare a report, write an essay, explain and solve problematic and situational tasks, and work on practical socio-pedagogical projects of students. are their conduct.

4. The principle of students' awareness and creative activity. Implementation of this principle in the organization of independent work of students requires their conscious assimilation of knowledge, as well as methods of mental activity, independent work methods in the process of active cognitive activity.

5. The principle of possible difficulty of tasks, taking into account the time given for the performance of independent work. This principle requires that the content of tasks and the volume of

independently studied material correspond to the level of intellectual development of students and the results of preliminary preparation.

According to M.I.Moro: [16] *"...independent work is such a conscious activity of students that at this time students overcome difficulties without anyone's help to achieve the goal set before them."*

E.I.Wint considers independent work as a form of educational activity aimed at the individualization of the educational process of students.[17] Organizing and managing independent work is a difficult, responsible and systematic task for every teacher. Action and independence should be considered an integral part of students' education. Independent work is a means for students to acquire deep and powerful knowledge, to form their activity and independence as a personality, and to develop their mental abilities.

S.S.Amirova: *"Considers independent work as a conscious work performed by a student to develop intellectual, emotional and moral-voluntary character traits in activities aimed at solving social and personal important tasks."*[18] Another group of research authors N.G.Dayri, R.G.Lemberg [19] tried to reveal the internal signs of independent work of students that depend on their cognitive activities. Thus, V.N.Dontsov[20] considers independent work as a type of organizational activity directed at the student himself and carried out specifically.

According to M.A.Danilov, the main criterion of students' independent work is cognitive, solving problem tasks. He believes that *"İt provokes students to independent work, which acts as a*

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[16] https://www.dissercat.com/content/stimulirovanie-samostoyatelnoi-ucheb- noi-deyatelnosti-studentov-pedagogicheskogo-vuza-na-prim

[17] Унт, Н.Э. Индивидуализация и дифференциация обучения / Н.Э.Унт. – Москва: – 2003.

[18] https://www.taylorfrancis.com/chapters/edit/10.4324/9780429323423-5/sergei-rubinstein-founder-soviet-marxist-psychology-anton-yasnitsky

[19] https://infourok.ru/dissertaciya-po-teme-formirovanie-navikov-samosto-yatelnoy-raboti-na-urokah-angliyskogo-yazika-v-sredney-shkole-3156596.html

[20] https://www.dissercat.com/content/stimulirovanie-samostoyatelnoi-ucheb- noi-deyatelnosti-studentov-pedagogicheskogo-vuza-na-prim

starting point for the thought process".[21] Tasks are proposed for independent work, which do not allow actions according to ready-made recipes and templates, but require the application of knowledge in a new situation. Only in this case, independent work helps students to develop initiative and cognitive abilities.

R.Huseynzade notes that: *"It is known from psychology that the more thoroughly a person works on knowledge and approaches it from different aspects, the better and more solidly that knowledge is mastered. Because when the student works independently on the material, he analyzes it thoroughly, he has to return to the same issue several times in his mind, analyze it, and make generalizations. All this helps the acquired knowledge to be of practical importance".*[22]

Psychologists offer different ways to intensify the learning process. V.A.Artemov, a prominent psychologist dealing with the psychological processes of foreign language teaching, in his turn, combines all the ways into two main areas of education:[23] improvement of teaching methods; improving the mental abilities of students, finding the qualities that will increase the efficiency of training in them.

Researches conducted in the field of psychology prove that *"the most convenient and at the same time the most common method for learning a foreign language is mixed memory, which includes images obtained by taking advantage of auditory, visual, and motor memory. If all three types of memory develop equally well, then there will be perfect conditions for learning English. A student with this memory is able to work completely independently and achieve good results, because he easily masters all types of speech activity. He reads aloud, learns English and knows grammar well. Therefore, it is*

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[21] Данилов, М.А. Самостоятельная работа учащихся / М.А.Данилов. Учеб. Пособие для студентов пед. In-ov для студентов пед. ин-тов, – Москва: Просвещение, – 1976. – 326 с.

[22] Hüseynzadə, R. Təhsilin humanistləşdirilməsi və demokratikləşdirilməsi / R.Hüseynzadə. – Bakı: – 1997. – 211 s.

[23] Ляудис, В.Я. Методика преподавания психологии / В.Я.Ляудис. – Москва: УРАО, – 2000.

necessary to test the memory of each student in order to learn based on the results obtained in order to build the training".[24]

The organization and implementation of independent learning activity requires determining the set of educational and cognitive actions that lead to the development of self-educational competence. From the point of view of psychological theory, the structure of any activity includes encouraging-motivational, guiding-research (analytical-synthetic), implementation and control-evaluation stages. The incentive-motivational stage enters the internal structure of the activity, determines and directs it. In terms of content, this level of activity is in the model of need-motivation-goal. In the traditional methodological literature, "extrinsic motivation" and its influence on the student are given a great role, while self-motivation is the highest level of the individual's motivational system and deserves special attention, because its methodological purpose is to create opportunities.

The **second chapter** of the dissertation is about **"Analysis of the current situation in terms of the organization of students' independent work in the process of teaching English in higher education institutions"**. Here, the analysis of the current situation in higher education institutions in terms of the problem, the analysis of the existing programs and textbooks in the higher education institutions in terms of the problem, and the analysis of observations and surveys about the problem were carried out in a broad and clear form.

The famous German educator and psychologist of the 19th century, A. Disterweg, put forward such an opinion: *"A bad teacher presents the truth, and a good one teaches to find it"*.[25] In this direction, classroom hours, i.e., the organization of classroom teaching, are mainly aimed at the theoretical preparation of students, the formation of the ability to draw logical conclusions, make generalizations, to understand the importance of independent work and to be inclined to perform it, to understand the purpose of working with

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[24] Həmzəyev, M.Ə. Pedaqoji psixologiya (pedaqoji institut tələbələri üçün) / M.Ə.Həmzəyev. – Bakı: – 1991. – 204 s.
[25] http://www.dslib.net/obw-pedagogika/multimedia-kak-sredstvo-intensi- fi- kacii-samostojatelnoj-raboty-studentov-v.html

primary sources and literature, etc. aims to help them acquire such characteristics. Here, the lecturer's personal integrity, moral purity, high scientific training in his specialty, humanism, kindness, justice, objectivity, principledness, enthusiasm for working with students, scientific value, and eloquence are important.

Zhakebaeva explains the essence of the definition of the term *"İndependent work of students under the guidance of the teacher as one of the types of educational and cognitive activities aimed at general education and professional training"*: *"From our point of view, many teachers make a mistake, independent work is certain tasks of educational, research and self-education nature they are limited by the fulfillment"*.[26] The most complete and meaningful concept of the student's independent work is understood by M.G.Garunov as *"to perform various tasks of education, production, research and self-education nature, to act as a means of mastering the system of professional knowledge, cognitive and professional activity methods, to develop the skills and abilities of creative activity"*.

Independent work is a professional mastery within credit technology that accounts for 2/3 of the total discipline hours in the face-to-face department, and more than 85 percent of the total hours in the remote department. There are two types of student independent work: actual student independent work and teacher-directed independent work. Independent work of students includes preparation for current lessons outside of class, study of material provided for independent work, homework, project development, writing summaries, abstracts, reports, essays, term papers.

According to the results of the study, the linguistic problems faced by students in individual work; students' difficulty in choosing suitable ideas; limited ideas and low motivation to write due to insufficient linguistic base; difficulty concentrating on writing; low motivation of students to write; difficulty in understanding the ideas of his friends, etc. can be. Most students admit that they do not have the skills to properly organize independent work, they generally do

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[26] Галишникова, Е.М. Использование интерактивной Smart-доски в процессе обучения // Учитель. – 2007. №4, – с.8-10.

not know how to allocate their time; complains about the slow pace of listening, reading and taking notes.

The student should familiarize himself with the format of the independent work before doing it. At a later stage, the student will have no difficulty in applying his written and oral language skills to the type of independent work he is already familiar with.

The classification of the main types of independent work is listed in the table below.

Table 2.2.1

Classification of the main types of independent work

№	The name of the type of independent work being assessed	A brief description of the type of independent work assessed	Presentation of evaluated independent type in programs
1	Abstract	It is a form of independent work in which the student presents in the form of a short summary of the results obtained from the theoretical analysis of the essence of the problem studied by the student and is considered from the point of view of the student.	The subject of the essay
2	Essay	It is a tool that allows to assess the writing skills of the student, who expresses the essence of the problem, analyzes this problem using the concepts and analytical tools of the relevant subject, draws conclusions, and summarizes his position on the problem.	Essay topic
3	Report	Public speech that is the product of the results of a certain decision on the presentation of teaching-practical, teaching-research or scientific topics of the student	The subject of the report

Table 2.2.1 continuation

4	Creative task	A task with a partially adjustable non-standard solution that allows for the diagnosis of skills, the integration of knowledge from different fields, and the ability to express one's own point of view. It can be done by a group of students or individually.	The topic of the creative task
5	Dictionary	Glossary of terms	The theme of the dictionary
6.	Individual and group projects	The final product obtained as a result of the planning and implementation of the training complex and research tasks. It allows to assess the level of research skills, practical and creative skills, analytical thinking forms. It can be performed by a group of students or individually.	The subject of the project
7.	Case assignment	An assignment that presents a problem situation in which the student is required to think of a realistic professional-oriented solution	The material presented for solving the case assignment
8	Keys	Purposefully selected works of the student that reflect the results, goals, and process of the problems within the topic or module	The structure of the portfolio
9	Portfolio	Graphic representation of information, relationships, numerical data and knowledge	The theme of the infographic

In terms of the problem, during the analysis of the subject programs and textbooks for the elective subjects taught by the Foreign Language Teaching Methodology Department at the

Education-1 and Education-2 faculties, the assessment of the independent work form of the students was carried out precisely in terms of the above-mentioned problems. So, since the teaching of elective subjects is mostly based on theoretically based knowledge, the analysis and evaluation was carried out according to the degree of disclosure of the topics of the report, volume of scientific literature, and principles. Regarding the level of disclosure of the topic, we would like to note that in some chapters of the textbooks used in the subject "English language and communication for special purposes" and "social conversation teaching methodology", for example; the topic of the report is fully disclosed, more comments are given.

As a result, the analysis of the current state of the organization of students' independent work in higher schools was carried out on the programs and textbooks of the elective subjects presented and taught for the undergraduate level by the Department of Foreign Language Teaching Methodology under the Education-1 Faculty of the Azerbaijan University of Languages. First, it is important to look at the goals and objectives of the taught electives. The selective subjects taught by the Department of Foreign Language Teaching Methodology at the Faculty of Education-1 are designed to be taught in the III year of the bachelor's level. These subjects are:

1. Methodology of teaching communication and social conversation (Teaching Conversation anad Social İnteraction).

2. Methodology of teaching business English (Teaching Business English).

3. English for special purposes (English For Specific Purposes).

Each of the selective subjects covers 105 hours and their subject programs and corresponding textbooks are available. The programs of the mentioned elective subjects contain information about the goals and tasks of each subject, its content, structure, role in vocational training, and the division of subjects by the hours allocated to teaching the subject: Brief information about a subject is shown as an example.

In the program designed for the teaching method of communication and social conversation (Teaching Conversation and Social

Interaction) as an selective subject, it is intended to develop the skills of students to develop oral speech, interpret original texts, inculcate the ability to communicate freely with the interviewer, independently express opinions and discussions. is held. Thematic discussions aim to develop students' skills in group and pair communication, feedback and feedback. All topics in the program serve students to communicate freely and fully with native speakers. The content of the subject covers the following topics:

1. Introduction. Asking questions that promote conversation.
2. Delivering honest positives
3. Listening so others will talk
4. Letting others know who you are
5. Starting conversations
6. Issuing invitations that are likely to be accepted
7. Hansdling criticism constructively
8. Conveying meaning by motion
9. Reducing anxiety in social situations
10. Organizing your efforts
11. Acquiring the skills for reading gestures
12. Materials for gesture-reading
13. Openess, defensiveness, evaluation, suspicion
14. Readiness, Cooperation
15. Frustration
16. Confidence, Nervousness, Self-control,
17. Boredom
18. Expectancy
19. Superior and Subordinate
20. Gestures without an audience: Telephoning
21. Social Gatherings
22. How to make someone feel like an old friend at once
23. How to make people want to start a conversation with you
24. How to never need to wander "Waht do I say next"
25. How to find out what they do(without even asking)
26. How to make them never forget you with a "Killer compliment"

27. How to sound more exciting on the phone. (The specified topics are shown based on the syllabus prepared on the basis of the material).

From the analysis of such subjects, it can be concluded that the organization of independent work should be focused on the formation of general cultural and professional competences specified in the state educational standards of higher professional education. This justifies the need to include independent work as a learning module within the subjects of core curricula and curricula. Designing an independent work system, increasing its value, volume, complexity and creative nature should be done in accordance with didactic requirements.

A.G.Molibog considers independent work as a component that controls the educational process. It emphasizes the following principles of organizing independent work:[27]

-regulation of all independent tasks in terms of volume and time;

-provision of conditions for independent work of students and management of this work.

He understands independent work as a multi-faceted activity consisting of many elements: creative perception to grasp the teaching material during preparation for lectures and classes, exams, tests, coursework and theses, etc. demonstrated skill.

How effective is the organization and implementation of independent work of students, as an integral system covering all stages of learning in the educational process, by the Foreign Language Teaching Methodology Department of the Education-1 and Education-2 faculties of the Azerbaijan University of Languages, based on the answers to various questionnaires and surveys conducted among students was analyzed.

In the fall-winter semester of 2020, the survey conducted among II-III year students of the Department of Teaching Foreign Languages made it possible to clarify the system of organizing independent work. Interviews with students revealed the following:

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[27] Молибог, А.Г. Вопросы научной организации педагогического труда в высшей школе / А.Г.Молибог. – Минск: Высшая школа, – 1975. – 288 с.

-46% of students admitted that they were not able to properly organize their independent work;

-65% of the respondents mentioned the problems that arise when they are not able to organize their time;

-45% of the survey participants stated that they think it is impossible to divide time in general.

Most of the survey participants noted that reading educational texts aloud and taking certain notes lead to a loss of time in understanding the educational material. The results of the survey made it possible to say that the psychological preparation for independent work was not formed in lower-year students, they do not know general rules and self-organization, they are not able to plan and implement actions (activities). This means that preparation for independent work should start from the first year. Analysis of the results of the survey allows to determine ways of improving the organization of independent work. Including, first of all, it is considered appropriate to present lessons aimed at organizing students' independent work in the first courses. In addition, in order to help students, teaching materials called small scientific-research work methodical materials can be prepared and published.

In the subjects taught by the foreign language teaching methodology department, it should be directed to include the existing independent work system of students, social work management and self-management elements. First of all, we are talking about the following elements: goal setting, planning and regulation of work (independently or with the help of a teacher). In the course of independent work, current and self-control, intermediate and final results of the work, elimination of noted errors and inaccuracies, as well as determining and preventing their causes are also important. The logical basis of the organization of independent work should include the stage of promotion from simple forms of work to more complex work.

In the II-III years, students' independent work is aimed at expanding and strengthening the knowledge and skills acquired within the framework of traditional forms of education (for example, taking notes on teaching and scientific literature, solving standard

situational tasks). In upper courses, students should not only acquire theoretical knowledge within the studied subjects, but also learn to use the acquired knowledge in professional situations. In the III-IV years, independent work aims to expand the creative activity of students in the formation of professional necessary interaction skills, to draw up a comprehensive rehabilitation plan, to develop preventive measures, as well as to carry out their own scientific research. In the direction of efficient and productive implementation of these principles, the next survey of third-year students was carried out in the autumn-winter session of 2021. The questions included the problem of how satisfactorily independent work is organized during the teaching of elective subjects taught in the third year. So, first of all, the modules presented in the "Market Leader Intermediate" textbook of the "Teaching Business English" elective course, which combines both the theoretical and the practical part, taught in the III course, for students to be successful in the business field in the future it was tried to clarify to what extent independent work is oriented. For example, the presented conditions of the text and tasks given in the "Brands" module: List some of your favorite brands. Then answer the questions.

Match these words to their meanings. Read the article and answer the questions. Choose the best summary of the article. 73 percent of the students answered the question of whether it is enough for the formation of creative thinking and the performance of independent oral and written activities with the options of completely disagree, 20 percent partially agree, and 7 percent agree. Dudley-Evans, Tony (2012) while teaching 'English for Special Purposes', another elective taught in Year III. The application of the book "Developments in English for Specific Purposes: multi-disciplinary approach" is more oriented to the type of interactive lecture class than the practical exercise. First, when starting a survey with students about the effectiveness of organizing independent work in teaching the subject, "what do they see as the role and importance of the interactive lecture?" the question was presented. To this question, 65% of the students answered "consistent interpretation of the material of the subject" and "transmission of information related to the subject", only 35% "strengthening the development of the

student's cognitive activity and logical analysis", "understanding the importance of the acquired knowledge", "independent learning of science" the opportunity to conduct research in the form and mastering the ways of conducting research" they answered.

In order to analyze the extent to which students' independent work and independent activities in general are organized in connection with the elective subject "Teaching Conversation and Social Interaction" taught in the third year of the Foreign Language Teaching Methodology Department of the Azerbaijan University of Languages, a survey was presented to the students. has been done.

Thus, the general purpose of the research was to reveal the existing problems related to the organization and application of independent work during the teaching of the elective subject in order to increase student satisfaction. Data collection had both quantitative and qualitative elements.

The questionnaire was prepared to assess the level of satisfaction of students with the teaching of elective subjects and to investigate the factors affecting it. Possible explanatory factors (independent variables) to explain the variation in the level of student satisfaction (dependent variable) were determined with reference to the relevant literature and completed by reflecting the actual training situation. The six hypotheses or possible causative factors identified are:

Hypothesis 1: Students with low English proficiency (as measured by high school English test scores) will be more willing to take advantage of the benefits of independent work

Hypothesis 2: The more positive the students' overall assessment of English, the more positive they will respond to independent work.

Hypothesis 3: Students who are good at using technology will be more satisfied with participating in technology-based independent work.

Hypothesis 4: Students who are able to obtain relevant information from sources and resources will perform the task with greater enthusiasm.

Hypothesis 5: Students who can define learning goals, self-assess, and cooperate with other students will be able to cope with independent work more easily.

Hypothesis 6: In general, the more useful, feasible, and empowering students perceive independent work to be, the higher their level of satisfaction with their independent activities will be.

In order to further explore students' attitudes towards the organization of independent work, interviews were conducted with third-year students using a selected semi-structured format. Although the sample size was very small, the responses confirmed the survey data to some extent, as 43% of students listed mental presentations as the most important factor, and 57% listed public presentations as the most important factor.

When assessing the overall success of the independent work arrangement, the survey data indicated that there was significant learning even among those who were less positive about the overall guidance, and it was clear that the students expected to learn something of value from the experience. For example, they thought they would be able to set and clarify goals, become more disciplined, more aware of where to find resources and how to choose relevant ones, becoming more "active" learners and having the potential to move toward independent learning. A reasonable conclusion may be that students have partially undergone some tests of the "knowledge acquisition" processes outlined by Holec (1981). All these processes were carried out under the supervision and evaluation of the teacher.

Surveys of students showed that:

a) students are able to develop knowledge and skills necessary for properly organized independent work;

b) subject programs and textbooks are an important factor that helps to explain the level of satisfaction of students with their independent activities;

c) the successful application of information and communication facilities in training is a factor that has a significant impact on the organization of independent work;

d) teachers' serious approach to organizing independent work is an impetus for achieving success.

Questions included in the questionnaire during the survey conducted in order to check the quality of the organization of independent work are presented:

1. What is your general impression about the organization of independent work in the teaching of the selective subject you completed this semester?

Point one of the numbers:

Great – Useless

o o o o o

1 2 3 4 5

2. How were your English results in the semester exams?

Excellent	very good	good	normal	poor	Very poor

3. Your attitude to intensive organization of independent work.

Enter one of the numbers:

Easy – Hard

o o o o o

1 2 3 4 5

Useful – Useless

o o o o o

1 2 3 4 5

Interesting – Boring

4. How often do you collaborate with others when working independently? (e.g. asking for help, giving advice, discussing issues, sending messages, etc.)

Mark only ONE answer:

Never	seldom	often	always

5. I often get discouraged during independent work. Mark only ONE answer:

strongly agree	Agree	disagree	strongly disagree

6. Organized independent work projects in teaching electives are extra work that has nothing to do with the rest of my education.

Mark ONE answer only: Strongly Agree – Agree – Disagree – Strongly Disagree

7. Freelancing takes a lot of time.

Mark ONE answer only: Strongly Agree – Agree – Disagree – Strongly Disagree Q11.

Tick ONE response for each statement: Strongly Agree – Agree – Disagree – Strongly Disagree

8. The number of resources available for organizing and implementing independent work is not satisfactory.

Tick ONE response for each statement: Strongly Agree – Agree – Disagree – Strongly Disagree

9. I know my strengths and weaknesses in English.

Tick ONE response for each statement: Strongly Agree – Agree – Disagree – Strongly Disagree

10. I like to participate in independent work organized in classes and I can easily cope with it.

Tick ONE response for each statement: Strongly Agree – Agree – Disagree – Strongly Disagree

Taking into account our analysis, it should be noted that the forms of control of students' independent work are chosen according to their variety - they can be oral or written, individual or group, general or special (selected). Evaluation of independent works is carried out according to the rating system. The main goal here is to objectively evaluate the independent work of students at different stages of education, to ensure their rhythmic work during the semester. It also helps students improve their grades and increase their cognitive and creative activity.

Students work independently with the following objectives:

-systematization and strengthening of students' theoretical knowledge and practical skills;

-deepening and expansion of theoretical knowledge;

-development of cognitive abilities and activity of students:

-development of students' creative initiative, independence, responsibility and organization;

-formation of students' independent way of thinking, self-development, self-improvement and the ability to realize their own ideas;

-development of students' research skills.

The more opportunities the teacher gives students to show their independence and individuality, the more students use active, innovative and creative methods in their work, overcome difficulties, create problematic situations for students to acquire old knowledge or new ones.

Table 2.3.1
Specific training activities

Special training activities	Target directions	Content of training activities
Cognitive training activities	It ensures independent understanding of the educational material.	-perception (visual, auditory, audiovisual, text, screen)
Mental training activities	They contribute to the students' conscious independent perception of the educational material, self-penetration of the essence of the studied phenomena, determination of the law and law-compliance of their activities, and the establishment of the logic and connections of the studied subjects among themselves.	-Analysis (analysis) -Synthesis -Generalization -Grouping by topic -Classification -Abstraction -Modeling
Organizational training activities	serves to regulate one's goals, plans, methods of activity, time and efforts to perform independent work;	Planning (making a plan, building content, setting a goal, logic for goal implementation;
Monitoring and evaluation training activities	serves to eliminate the gaps as a result of the conducted assessment.	Observation (evaluation of achievements, answers to questions for self-examina-tion, application of theory in practice, compilation of theses on the topic, collection of necessary information, reference to other scientific sources, self-stimulation;

Thus, it is clear that students' satisfactory participation in organized independent work in the teaching of elective subjects depends on the wider learning environment, which must coordinate subject program-wide planning and subject-level implementation.

The third chapter of the dissertation work is divided into three sub-chapters called "Effective ways of organizing students' independent work in the process of teaching English in higher education institutions". Here, issues such as effective ways of preparing modern methods and techniques for organizing students' independent work during training activities, creating motivation for organizing students' independent work during training activities, and the role of ICT in organizing students' independent work during training activities were involved in the research.

Taking into account the urgency of the problem, a conceptual model of the organization and implementation of students' independent work in the two-level higher education system should be developed. This model combines methodological, theoretical, content-operational, organizational-methodical, final-evaluation blocks.[28]

-The methodological block represents the organization of independent work with methodological approaches and strategies.

-The theoretical block combines the student's independence during educational activities and the pedagogical principles of this independence.

-The content-operational block involves the student's participation in independent educational activities, his/her understanding of the meaning and methods of independent work, acquisition of knowledge, skills and habits, and their practical application, as well as the student's involvement in creative and scientific activities.

The main components of this block are:
-personal;
-motivation-goal;
-content-activity.[29]

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[28] Barsuk, R.Y. Azərbaycan məktəblərində xarici dil tədrisinin bəzi problemləri / R.Y.Barsuk. – Bakı: Maarif, – 1967. – 115 s.
[29] Bəşirov, B. Ali məktəb didaktikası / B.Bəşirov. – Bakı: Maarif, – 1992.

In our opinion, the personal component of the content-operational block determines the student's independent learning and educational activity.

The main goal of the organizational-methodical block is to organize methodological support for the organization of students' independent work. In other words, the main purpose of this block is to provide the student with possible means to perform independent work.

The final assessment block monitors the organization of students' independent work. Research has proven that when designing a conceptual model of organizing students' independent work, a number of well-known and tested approaches (system, complex, activity, person-oriented, competent, integrative-modular approaches) and modern educational strategies (theory of educational activity, problem-situational education, context education, cooperative education, project education) is more appropriate to use.

For the successful implementation of the training activity, the student must have a number of competencies that include the ability to independently absorb new knowledge. Preparation for independent work is one of the important conditions for successful educational activity.

In the modern education system, there is a need to develop the ability to acquire more and more independent knowledge from the ready presentation of the knowledge system to students. This leads to new approaches during training activities. These approaches can be characterized as follows:[30]

-The systematic approach allows us to consider the independent work of students as a system complex with a teaching process in the educational environment.

-The active approach ensures the subjective position of the student, actualizes the need to move from the position of a passive information consumer to the position of an active participant in the educational process, contributes to the study and description of inde-

[30] Бермус, А.Г. Проблемы и перспективы реализации компетент-ностного подхода в образовании (Электронный ресурс) // Эйдос. – 2005. – 10 сент. – URL: www.eidos.ru/journal/2005/0910-12.htm.

pendent educational activities in connection with educational activities.

-The personality-oriented approach justifies the need to organize the independent work of students from the point of view of the subjects of the educational process, acting together to solve problems by demonstrating creative individuality in interaction; emphasizes individual aspects of independent action and student self-determination and self-expression;

-The competent (competent approach) approach determines the technology of formation of a person who is capable of further education and self-education, directs his power to the development of appropriate general cultural and professional skills in the process of independent educational activity.

-The integrative-modular approach includes the implementation of interdisciplinary relations, the integration of independent work in the classroom and outside the classroom, allows to implement the ideas of modular organization of the educational process, integration of students into the system of preparation for self-education activities.

Strategically and tactically correct organization of the training process must be determined by the levels of independent work: these are reproductive, reconstructive, creative levels.[31]

Reproductive level: performing tasks according to the example (solving situations, doing exercises using a known method; filling in tables, etc.). The main goal here is to strengthen the acquired knowledge and develop skills. The student's cognitive activity is manifested in recognition, understanding and memorization. Their independence at this level is minimal, as the instructions and guidelines for independent work are strictly regulated.

Reconstructive level: the (transitional or semi-creative) level is independent work of a reconstructive nature resulting from the first level, resulting in changes in decisions and plans. At this level, the analysis of the lesson material, the application of the knowledge, skills and habits acquired in the past in similar situations, and the

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[31] Диниц, Г.Н. Самостоятельная работа как средство профессиональной подготовки студентов: / дис. … канд. пед. наук. / – Москва, 2003. – 176 с.

pronunciation of the learned expressions in similar situations take place, during this period plans, theses, and annotations are prepared. Abstracts can be written at this level. This level of independent work requires great mental activity and creativity. The student then applies method(s) adapted to the situation. At the reconstructive level of independent work, the independent work performed by the student is relatively less regulated and controlled by the teacher than at the reproductive level. As a result, his degree of independence increases.

Creative level: creative independent work requires analysis of any problem situation and acquisition of new information. The student must independently choose solutions and methods (study and research assignments, course and diploma projects) to solve these problems.

As a result of the research, it was also discovered that the regularities of independent work are realized on the basis of the following principles:

-the principle of motivation of subjects of the educational process to increase the quality and efficiency of the student's independent work;

-the principle of scientificity, which ensures the solution of students' independent work at the scientific level;

-the principle of interdisciplinary and integrativeness, which provides for the organization of related course, module and interdisciplinary independent works;

-the principle of organizing independent works by using different types, forms and methods of educational tasks;

-the principle of student cooperation and dialogue, productive (productive) activity in the process of performing independent work;

-the principle of unity and integrity in the organization of independent work;

-the principle that directs the development and self-development of independent educational activity;

-the principle of continuity of the process of formation of independent educational activity;

-the principle of predetermining independent educational activity with the nature of vocational education organization;

-the principle of increasing the student's degree of freedom in the choice of content and in an important field of independent activity.

The content of the training material is mastered by the students in the process of the training activity, and the result of the training depends on what this activity is.

When choosing the optimal methods and methods for organizing independent work, the teacher should try to satisfy the student's interest, accurately determine the scope of the task, and calculate the appropriate time for its completion, taking into account the individual capabilities of each student. Too much of the task, not using the right methods and methods, or too high requirements drastically reduce the effectiveness of the training.[32]

In the process of independent activity, such features as the student's creative motivation, the style of individualization of teaching and teaching-research activities of the future specialist, self-expression, self-control, self-management, and self-development arise and develop. Motivation plays an important role in the organization of independent work of young students in English classes. Over the years, the term motivation has been analyzed by various scientists in different years. Almost as a conclusion, a general idea is that motivation is always emphasized as the most important factor that the teacher aims to improve the learning process.

So what is motivation? The word "motivation" was used for the first time by A.Schopenhauer in his article "Four Principles of Sufficient Reason" (1900-1910). Then this term became firmly embedded in everyday life as a psychological term to clarify the causes of human and animal behavior.[33]

In the Merriam-Webster dictionary, "motivation" is defined as the act or process of motivation. Palmer views student motivation as a necessary element for quality education. According to Brophy,

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[32] Ибрагимова, Е.М. Методические рекомендации преподавателям по формированию исследовательской компетенции студентов в процессе проблемного обучения // Методическое пособие для преподавателей. – Казань: Изд-во Казан. ун-та, – 2016. – 52 с.
[33] https://works.doklad.ru/view/xplnQ_OyAv0/all.html

"motivation is the drive to learn, an ability acquired through common experience, but stimulated by direct instruction or guidance from others (especially parents and teachers)".[34]

According to Taylor, the root word of the term motivation is action (to act). In relation to learning, motivation generally includes internal forces, enduring traits, behavioral responses to stimuli, beliefs, and affects. According to Taylor, the study of motivation can be divided into two main categories: behavioral and cognitive theories. Behavioral theories *"view motivation as the rate, frequency of change, or form of behavior as a function of environmental events and stimuli".*[35]

Thus, all definitions that serve to reveal the essence of motivation can be viewed in two directions. The first direction includes the combination of motivational factors or motives from a structural position. For example, according to the scheme of V.D.Shadrikova[36], motivation is the needs and goals of the personality, the level of claims and ideals, conditions of action (both objective, external and subjective, internal knowledge, skills, abilities, character) and outlook, beliefs and personality directions, etc. considering the factors, a decision is made, an intention is formed. The second direction considers motivation not as a static, but as a dynamic formation, a process, a mechanism.

Representatives of cognitive psychology (J.Kelly) consider motivation to be an information process (an individual is an organic computing machine) that directs human behavior based on constant analysis of information from the environment. His actions are based on the principle of rationality, expediency, necessity and the possibility of carrying out certain actions.[37]

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[34] Anjomshoa, Leila & Sadighi Firooz The Importance of Motivation in Second Language Acquisition // International Journal on Studies in English Language and Literature (IJSELL). – Vol.3, Issue 2, – 2015. – p.126-137 (www.arcjournals.org)

[35] Taylor, W. Studying & Understanding Motivation [PDF document]. – 2012. Retrieved from Lecture Notes Online Web site: www.westpoint.edu/cfe.

[36] Зубра, А.С. Культура умственного труда студента // https.7/knigogid.ru/books/102824-kultura-umstvennogo-truda-studenta/toread

[37] Бунтова, Е.В. Активизация самостоятельной работы студентов и пути ее дальнейшего совершенствования // Известия Самарской государственной сельскохозяйственной академии. – 2012. №2, – с.160-164.

One of the main problems of modern pedagogical psychology and didactics is the motivation of students' educational activities. The relevance of this issue increases due to the fact that the practical solution of the problem of motivating students' independent work among both researchers and educators is difficult and still retains its relevance.

As a result of the research, it can be concluded that the following factors influence student motivation for independent work:

1) usefulness of the work performed. In the structure of the problem, it goes without saying that the scope of the results should be formed. The educational material presented for independent work must be included in the attestation (examination);

2) student's participation in creative, practical activities (teaching-research, scientific-research, methodical, etc.);

3) individualization of tasks by applying creativity;

4) a description of the real tasks related to the future professional activity of a specialist, the solution of which requires knowledge;

5) application of innovative technologies, interactive forms and teaching methods to the educational process based on the motivation and activation of the student's independent work;

6) participation of students in Olympiads and competitions in educational subjects;

7) monitoring and control of students' independent work, collecting information about their achievements;

8) the personality of a teacher who possesses innovative methods with high personal and professional competences, who can help to reveal the creative potential of the student and determine the prospects for the development of general cultural and professional competences.

Information and communication technologies have a number of indisputable advantages in contrast to traditional forms of building the educational process: communicative orientation, visualization of educational information, the ability to store a large amount of information, automation of verification processes, easy access to resources, the ability to constantly change and add materials. The use of

information and communication technologies in foreign language classes is also an effective factor for the development of students' motivation.

The advantage of using computer technologies is the transfer of the center of gravity from the oral teaching methods to the search and creative activity methods of the teacher and the student. As a result, the role of the teacher in the teaching process changes. The most commonly used ICT tools in the educational process include:[38]

● electronic textbooks and textbooks displayed using a computer and multimedia projector;

● electronic encyclopedias and reference books, simulators and test programs;

● Educational resources of the Internet;

● DVDs and CDs with pictures and illustrations;

● video and audio equipment;

● research works and projects.

It is possible to call computer education one of the most effective ways for students to work independently in foreign language classes. Computer training has several advantages. First, working with a computer creates a real interest among students, which in turn stimulates the motivation to learn a foreign language. Second, modern computer programs have a wide range of opportunities to teach all types of speech activity: students can listen to original speech, write and listen to a speech in a foreign language, watch and listen to videos, perform and check grammar tasks, and create written works. In addition, one of the most important advantages is that the teacher can quickly check the work of all students at the same time, direct independent work, which in turn greatly simplifies the work of the teacher and, as a result, saves the teacher's time in the classroom.

When teaching a foreign language in higher education institutions, interactive training of students' independent work can be carried out through a system called LMS MOODLE (Learning Management Systems Modular Object Oriented Dynamic Learning Envi-

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[38] Richards J.C. Methodology in Language Teaching / J.C.Richards, W.A.Reandya. – Cambridge: Cambridge University Press, – 2002. – 422 p.

ronment).[39] It should be noted that at this time the computer user does not need special knowledge and skills about the computer. The interactive learning module placed on the LMS MOODLE virtual platform allows the teacher to use interactive learning technologies. The organization of students' independent work is aimed at fulfilling two learning functions; counseling and monitoring. The advisory function includes helping students to perform their independent work and choosing work methods necessary for mastering the teaching material, creating an opportunity to practice listening materials, explaining difficult points for the student, and performing practical tasks to combine the teaching material. The supervisory function involves giving control or test assignments and monitoring student achievement progress.

Independent work of students using the Internet is realized in two main ways:

1) independent work performed by students in the auditorium;

2) independent work performed by students outside the classroom.[40]

Independent work performed in the auditorium refers to the work performed by students under the direct supervision and guidance of the teacher in special computer rooms provided via the Internet.

Independent work outside the classroom means working independently outside the classroom to complete specially designed tasks using the Internet.

Information and communication technologies mean information processes and methods of working with information that are carried out using computer technology and telecommunication means. The use of ICT in organizing independent work offers a number of advantages:[41]

[39] Одинокая, М.А. Применение технологии интерактивного обучения для организации самостоятельной работы студентов // Вопросы методики преподавания в вузе. Санкт-Петербургский государственный политехнический университет, – 2013. №3(17). – с.228-235.

[40] Barsuk, R.Y. İngilis dili dərslikləri üçün metodik rəhbərlik (V-VIII siniflər) / R.Y.Barsuk, F.Seyidov, A.Mahmudova. – Bakı: Azərtədris, – 1964. – 96 s.

[41] Конышева Н. Образователь-ная область "Технология": Художественно-конструкторская деятель-ность. 56 с. // https://www.labirint.ru/books/248331

-creates the possibility of distance education and its control;

-automates the organization of independent activities;

-contributes to the expansion, strengthening and deepening of the knowledge received by auditory;

-develops a creative approach to solving problems;

-forms information and communication competencies

Independent work of students is one of the most important components of the educational process. The successful organization of independent work in teaching a foreign language is the successful activity of a teacher who actively uses Internet technologies in the organization of independent work of students, because their skillful use develops the cognitive activity of students, forms the development of self-control skills – inculcates the ability to critically evaluate one's own knowledge and actions, and turns the student from a passive consumer of knowledge into a problem it allows to turn into an active creator of knowledge who is able to formulate, analyze its solutions, find the optimal result and prove its correctness.

The last-fourth chapter of the dissertation work is called "Organization of work within the framework of methods and projects for the organization of students' independent work, implementation of a practical experiment and its results", and here the criteria for the formation of competencies for independent work in students and their evaluation, for the formation of skills and habits for the organization of students' independent work scientific research was carried out in the framework of training models, organization, conduct of the experiment and its results.

Competency-based approach to organizing independent work does not have an unambiguous interpretation and has been adopted as an alternative to relevant approaches in this field. The focus on mastering skills, activity methods and generalized activity methods is reflected in the works of scientists and psychologists such as V.V.Davydov[42], I.Y.Lerner[43], V.V.Krayevskiy[44], M.N.Skatkin[45].

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[42] Давыдов, В.В. Проблемы развивающего обучения / В.В.Давыдов. – Москва: – 1986.

[43] Лернер, И.Я. Концепция базового содержания образования / И.Я.Лернер. – Москва: – 1991.

Y.Y.Kogan considers the competence-based approach as a new approach and defends the idea that this approach causes global changes from the change of consciousness to the change of the methodological base.[46]

V.I.Zagvyazinski analyzed the concept of "Competency-based approach" as follows: *"Competency-based approach in education - focusing education on achieving sufficiently high knowledge, experience, and awareness for the implementation of activities and communication in various fields; this approach can be the basis for restructuring the educational process. A competency-based approach does not deny the importance of knowledge, but instead focuses on the ability to use acquired knowledge".*[47] Thus, the main point of the competence-based approach is not to replace theoretical knowledge with practical knowledge, but that theoretical knowledge is a practical tool for explaining events, solving practical problems and situations. The competent approach defines the technology of formation of a competent personality capable of additional education and self-education, development of general and professional competences in the process of independent education. Effective professional training is facilitated by the application of a competency-based approach to the organization of independent work of university students. This is due to the fact that the priority trend of changing the education paradigm at the current stage is "lifelong education".

According to Y.N.Trushenko, the implementation of a competent approach to the organization of students' independent work can be carried out if the following conditions are observed:[48]

[44] https://biserochek.ru/az/cooking/metodika-provedeniya-samostoyatelnoi-raboty-v-vuze-samostoyatelnaya-rabota-studentov-i-ee-metodika-v/

[45] http://edu.gov.az/upload/file/bolonya-milli-hesabat.pdf

[46] Бермус, А.Г. Проблемы и перспективы реализации компетент-ностного подхода в образовании (Электронный ресурс) // Эйдос. – 2005. – 10 сент. – URL: www.eidos.ru/journal/2005/0910-12.htm.

[47] Педагогический словарь: учеб. пособие для студ. высш. учеб. заведений / под ред. В.И.Загвязинского, А.Ф.Закировой. – Москва: Академия, – 2008. – 352 с.

[48] Трущенко, Е.Н. Методические рекомендации по организации самостоятельной работы студентов в вузе / Е.Н.Трущенко. – Майкоп: Изд-во "Аякс", – 2008. – 24 с.

-providing students with motivation to solve independent tasks through the development of internal, external and procedural motivation of students;

-designing educational courses that ensure the transition of students from educational activities to professional activities;

-methodical provision of students' educational activities using the possibilities of telecommunication technologies;

-providing control over students' independent work on the basis of monitoring the process of professional formation of the future specialist's personality.

In the modern educational paradigm, the main principles of building a competent approach that makes it possible to set an important didactic goal for students' independent work were put forward by O.E.Lebedev[49]. According to these principles, one of the main meanings of the competence approach in education is the formation of the ability of students to work independently, and the basis of the organization of the educational process within the framework of the competence approach is the independent work of students.

A.N.Konysheva believes that *"learning English requires more skills than knowledge. Mastering the English language is related to the formation of students' pronunciation, vocabulary, grammar, spelling and other skills. Based on this, the ability to listen, speak, read and write develops and improves. Skills, as we know, develop only during the systematic implementation of certain actions with the educational material, that is, such actions that provide the opportunity to repeatedly listen, pronounce, read and write in the language being studied. It should be noted that the study of any subject does not require regular, systematic work like a foreign language"*.[50]

In order to ensure the successful organization of students' independent work, of course, based on the results obtained from the analysis of the current situation, we offer step-by-step models that

[49] Лебедев, О.Е. Компетентностный подход в образовании // Школьные технологии. – 2004. №5, – с.3-12.

[50] Одинокая, М.А. Модуль интерактивного обучения иностранному языку в техническом вузе / М.А.Одинокая. Под ред. Поповой Н.В. Электронный ресурс: LMS MOODLE [Electronic resource] / – 2014.

can eliminate shortcomings and create a more effective learning environment.

Independent learning model: 1. Question 2. Planning 3. Discover and evaluate 4. Organize background information 5. Synthesize 6. Reflect 7. Communicate 8. Evaluate

One of the important points for the organization of the experiment is when choosing types of independent work, determining its volume and content, as in the entire teaching process, the main principles of didactics should be guided. The most important in this matter is the principle of accessibility and systematicity, the relationship between theory and practice, the principle of gradualness in increasing difficulties, the principle of creative activity, and at the same time the principle of a different approach to students. These principles have the following unique features.

The efficiency of independent work mainly depends on the teacher, namely: his competence; from the student's ability to form an attitude to independent work; from the ability to teach skills and manage the process of building these skills; the ability to work with students separately, in pairs or in a creative team; it depends on having computer technologies that allow to carry out creative work with students.[51]

A practical experiment was conducted in the faculties of Education-1 and Education-2 of AUL. Realized practical-experimental research was carried out in three stages.

The first phase is called the defining experiment phase. The main goal at this stage is to check the current and actual level of development of independent work skills of II and III year students studying at Education-1 and Education-2 faculties.

The second stage is the experimental teaching stage. The goal set here is to increase the level of development of independent work of II and III year students in Education-1 and Education-2 faculties based on the syllabus we have compiled with the help of the training models we offer and to give them the right direction in this field.

The third stage is a verification experiment. At this stage, the

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[51] Doughty, C.J. The Handbook of Second Language Acquisition / C.J.Doughty, M.H.Long. – UK: Blackwell Publishing Ltd, – 2003. – 887 p.

main goal is to check the effectiveness of the subjects, training models and independent works based on the syllabuses prepared in the Education-1 and Education-2 faculties.

In the **conclusion** of the dissertation, according to the analysis and analysis of the scientific-theoretical studies, and at the same time, as a result of the experiment conducted in the faculties of Education-1 and Education-2, the following conclusions were reached:

1. The students who participated in the experiment (45 students) were marked with a high percentage according to the criterion of using local sources, but after the experiment, this indicator increased even more.

2. Although the criterion of using external sources among the students participating in the experiment was 78.7% according to the percentage indicator before the experiment, after the experiment this indicator increased to approximately 99.3%.

3. Although the percentage of students participating in the experiment was 46.7% according to the motivation criteria before the experiment, this indicator increased to approximately 98.3% after the experiment.

4. An increase in ICT use criteria was also observed in the students who participated in the experiment.

5. The students participating in the experiment have more than 40% progress in the criterion of consultation with the teacher.

5. In the criterion of analysis and systematization of the obtained work-related material, the indicators of the students participating in the experiment increased from 39.7% to 97.8%.

6. The composition and systematicity of the work of the students who participated in the experiment increased by more than 95%.

After the experiment carried out on Education-1 and Education-2 faculties of AUL, we also conducted the study and analysis of the revealed problem.

After observing the lessons and independent works and their progress in the Faculty of Education-1 and Education-2, it was revealed that there are the following problems in the direction of independent work among the students of this faculty:

1. Student needs (Learner Needs) have not been taken into account in determining the topics of independent work in the mentioned faculties. As a rule, the student's need is related to the student's field of interest, and when the topics of the independent works are determined, it would be appropriate to have some form of conversations with the students, find out their needs and design the independent work according to this need.

2. It would be beneficial to organize methodical materials, manuals, textbooks or some information collection, as well as seminars and lectures for teachers, related to the performance of independent work. Students can find answers to these types of questions. We consider it appropriate to write textbooks, teaching materials, and methodical materials in this field, because a student who performs independent work encounters a number of questions during the course of work, which even teachers sometimes cannot answer.

3. The presence of any optional subject related to independent work would clarify a number of issues. At least trainings (several days) can be conducted on the performance of independent work. In these trainings, students can learn about all the procedures, from the rules of independent work design to the analysis and systematization of work.

4. Another problem is the issue of creating motivation in students. As it is known, there are two types of motivation: intrinsic motivation and extrinsic motivation. It is up to subject teachers to create motivation in students. Teachers participating in the expert group b/m. Ayten Kazimova, Assoc. Gunay Shiraliyeva and others. in this work, he is distinguished by giving high level of motivation to his students. Motivation helps the work to be of better quality.

5. It is related to the amount of independent work given to students. We assume that the independent works performed by II-year students and other III-year students should not be at the same level and volume. Also, when some types of independent works are given to graduate students, the issue of volume should not be ignored. For example, all course students are sometimes given the same amount of independent work. This issue should be monitored not only by teachers, but also by the head of the department for courses

and the head of the department. As a result of experiments, it was found that the creative level of independent work is mostly performed by senior students. The essence of the research hypothesis formed based on the analysis of the pedagogical literature on the problem, the purposeful observation of the organization of independent work at the university, and our practical work experience at the Azerbaijan University of Languages is as follows. Active independent academic work of students in extracurricular time can be effective and efficient in the following cases:

-if the active independent academic work of students in extracurricular time is carried out on the basis of an integrated approach, which is manifested in the consistent continuation and combination of the content, form and methods of extracurricular activities;

-if organic unity, interaction and mutual penetration are provided to all areas of the educational process (ideological, political, labor, spiritual, aesthetic);

-if the unity of general education, development and upbringing functions is implemented in the performance of independent creative tasks;

6. Since the main goal of organizing students' independent work in the process of teaching English in higher educational institutions is to train highly qualified specialists and acquire English knowledge, skills and habits, the development of students' attention, perception and memory is of special importance. Also, the correct organization of students' independent work in the process of teaching English depends on a number of psychological factors: students' interests, the correct establishment of teacher-student relations, the level of preparation of students, that is, their physiological and mental abilities, which helps students to be successful in education.

7. Independent work allows students to systematize and consolidate knowledge, further expand their theoretical knowledge and practical skills in the specialty, solve specific scientific-technical, economic, production and other issues, develop their independence, use scientific-research methods. and instills the ability to experiment. During the execution of independent work, the student is able to search for and find scientific information, justify this or that opinion,

idea, shows cognitive activity, does not repeat others, finds a new, original way and style of execution. In a word, independent work forms integral characteristics of the student. The student has a wide range of opportunities to conduct independent scientific-pedagogical work and develops relevant skills.

8. Achieving active mental activity of the student in the independent work process is possible if the teacher organizes this work systematically and skillfully manages it. Like any learning process, the student's independent work is planned by the teachers.

9. Justifies the need to include independent work as an educational module within the subjects of the basic curricula and curricula. In order to organize the teaching process of a foreign language, it is important to study not only the issues related to the work of the teacher, the teaching methodology, but also the issues of organizing the independent work of students in foreign language classes and outside of class, or rather, the issues of learning and mastering skills.

10. The didactic functions of the computer and computer networks, which already have a system of ways to optimize the educational process, should be implemented systematically and purposefully in the independent work of students, with a rational combination of management and self-management of students' educational activities; When organizing students' independent work, the topic of training, the experience of students, the process of forming purposeful, planned skills and abilities in their language ability, ways of managing this process, and specific training conditions should be carefully balanced.

11. Preparation for all activities, from daily and training tasks to analytical and research work, can be carried out independently. Independent work is not only an important form of the educational process, it is the basis for the formation of professional independence of the future specialist, and the main goal is to stimulate his professional and cognitive interests by contributing to the formation of professional competence.

12. In the process of independent activity, the student's creative motivation, individualization of the style of education and teaching-research activity, self-actualization, self-management, self-de-

velopment and other personal qualities of the future specialist are manifested. The fact that students have a serious and continuous motivation for independent work is an unconditional guarantee of its effectiveness. The formation of procedural (educational) motivation, which manifests itself in students' understanding of the usefulness of the work performed, is especially important.

13. The most popular and effective ICT tool is multimedia. Their advantage is the possibility of personalization of training, the possibility of working with large volumes of data. Independent activity of students in the field of searching, analyzing and processing information on the Internet allows each student to learn to collect, evaluate, synthesize and apply information in practice.

14. Competence-based approach allows students to bring their educational activities closer to their future professional activities.

15. It is the teacher's duty to find an efficient way to perform the training task, design a task algorithm, collect and analyze facts, solve problems and evaluate the results. Independent work can be effective if it is treated as a single system that covers all stages of educational activity.

It is possible to make the following **recommendations** regarding the research:

It is important to consider modern educational tools during training activities for the efficient organization of independent work. The role of modern educational tools in the organization of work and the following proposals should be taken into account when increasing student activity.

1. The use of computer and multimedia projectors in the educational process, the display of electronic textbooks, visual support during the presentation of educational materials, electronic encyclopedias and reference books, the advantages of using encyclopedic knowledge in electronic format in expanding the knowledge base of students, simulators, test programs, the importance of an interactive approach in the educational process and various the development of practical skills in languages should be taken into account in the organization of independent work.

2. The use of educational Internet resources, electronic libraries and scientific journals, the search for educational materials and their use in research, as well as the development of listening and speaking skills using multimedia resources, images, illustrations, DVDs and CDs, video and audio resources, telecommunication technologies, platforms that facilitate the organization of online classes and the participation of students in joint project preparation allow the student to think independently.

3. Smart Board and Interactive whiteboard technologies, preparation of tests and training materials and grammar and vocabulary training using interactive methods, video demonstration and integration of tasks, methodical supply of educational activities, creation of special programs for independent work, monitoring of students' work with ICT tools, use of electronic resources organizing independent work, studying basic and additional literature, searching for information on the Internet and adapting it for teaching, performing practical tasks, reproductive type tasks (tests, questions and answers), preparation of creative tasks (reports, presentations, projects) plays an important role in preparing students for independent activity in the labor market.

4. Practical use and recommendations, practical exercises with the use of audio and video materials, analysis of video clips and listening to audio files and subsequent discussions, project work and research activities, preparation of projects in groups and pairs and study of analogues of the product or project, academic speech preparation of students, conference rehearsing speeches and preparing reports and theses is one of the important points in turning knowledge into skills.

Thus, the structure consisting of the purpose, application and productivity mentioned below has been confirmed as effective ways of independent activity of the teacher and student in the process of teaching English in higher education institutions.

1. Establishing dialogues and conducting mini-conferences.

1.1. Purpose: To activate the skills of active speech in the framework of communication of students.

1.2. Application: Providing dialogues reflecting real situations for students. Scheduling mini-conferences and exchanging moderator roles.

1.3. Productivity: Learning different points of view and developing communication skills among students.

2. Implementation of training and communication exercises.

2.1. Purpose: To improve students' communicative competence.

2.2. Application: To include different games and group exercises. Intervene activities, include discussion, brainstorming, debate format and discuss.

2.3. Productivity: Creating a natural environment for inter-student dialogue.

3. Personalization of education.

3.1. Purpose: To create a process according to students' own learning preferences.

3.2. Application: Encouraging students to create and follow their own learning plans. Differentiate learning materials according to students' needs.

3.3. Productivity: Students' self-awareness and self-confidence.

4. Increasing student activism.

4.1. Purpose: To ensure that students actively participate in classes.

4.2. Application: Application of group tasks and interactive competitive games. Keeping students' class diaries.

4.3. Productivity: Students' motivation for the learning process will increase.

5. Increase learning motivation.

5.1. Purpose: To increase interest in classes and increase attendance.

5.2. Application: Using technological tools and including interesting materials in the educational process.

5.3. Productivity: Minimizing students' negative attitude toward classes.

6. Creating conditions for independent work.

6.1. Goal: Students use their resources effectively.

6.2. Application: An opportunity for students to create their own projects. Easy access to online learning platforms.

6.3. Productivity: Improving self-management skills.

7. Student-centered and differentiated learning.

7.1. Purpose: To meet individual needs.

7.2. Application: Providing multi-program in training plans. To include different assessment methods.

7.3. Productivity: To make the training process more fair and versatile.

8. Logic and structure of teaching material.

8.1. Purpose: To make the materials accessible, readable and understandable, to simplify the learning process.

8.2. Application: Presenting materials in a structured way. Creating a planned modular system.

8.3. Productivity: More flexible and effective learning availability.

9. To improve the quality of students' knowledge.

9.1. Purpose: To increase the effectiveness of the training process.

9.2. Application: Correct assessment and different methods. Repeated indoor and outdoor activities.

9.3. Productivity: Increasing interest in lessons, turning external motivation into internal motivation.

The content, main arguments and results of the dissertation work are reflected in the following list of articles published by the applicant:

1. Rzayeva, F.Ə. Tədrisin aşağı mərhələsində texnologiyalardan istifadənin yeri və rolu // – Bakı: Bakı Slavyan Universiteti, Humanitar elmlərin öyrənilməsinin aktual problemləri. Mütərcim, – 2016. №4, – s.309-311.

2. Rzayeva, F.Ə. Ali məktəbdə ingilis dilinin öyrənilməsində mühüm məsələ // – Bakı: Azərbaycan Respublikasının Təhsil İnstitutu, Elmi əsərlər, – 2017. – Cild 84. №1, – s.48-52.

3. Rzayeva, F.Ə. Xarici dillərin tədrisində tərcümənin yeri və rolu // – Bakı: Azərbaycan Respublikasının Təhsil İnstitutu, Elmi əsərlər. Mütərcim, – 2017. – Cild 84. №6, – s.78-81.

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