



CHANGING THE VECTOR OF EDUCATIONAL STRATEGIES IN TEACHING FOREIGN LANGUAGES AT THE UNIVERSITY: FROM LEARNING STRATEGIES TO STUDYING STRATEGIES

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Abstract

To date, there is a need to review the approaches to the training of qualified specialists in higher education institutions. Of particular importance is the issue of students' autonomy in learning a foreign language and their responsibility for the result of the study. Learning strategies will help students become more independent, increase their personal interest in learning, and teach them the processes of self-assessment and self-correction.

Keywords: foreign language; methods; learning strategies; autonomy.

In the modern world today, there is a clear need to review approaches to the training of qualified specialists in universities. In modern higher education, a foreign language is considered as an integral component of the professional training of a future specialist of any profile. The purpose of teaching foreign languages at non-linguistic faculties in higher education institutions is to achieve a level sufficient for the practical use of foreign language in future professional activities. At faculties where a foreign language is not a major subject, the question of choosing training strategies remains relevant.

The process of learning a foreign language is organized in an intensive mode due to the short duration of language acquisition, so the issue of students' autonomy in studying the subject and their responsibility for the result of studying has become particularly important in recent years. A modern qualified specialist should be able to learn even a language independently, be able to effectively solve tasks, and learning a language contributes to this.

In the second half of the XX century, in the methodology of teaching a foreign language, in parallel with various approaches, theories and technologies of teaching, a new subject area began to form, which focuses not on the teacher's personality and the teaching process, but on the student and the learning process. The focus here is on language learning strategies aimed at improving the quality of learning, finding more effective ways and means of developing foreign language



communication. They become the subject of a lively discussion, based on different criteria for their selection.

Learning strategies are another approach to considering the role of the learner in language learning. Some teaching methods prescribe the types of strategies that the learners themselves are interested in using. The question of definitions and classifications of language learning strategies is still open. Researchers have made a number of attempts to establish a common terminology and description of such strategies, but have not reached a consensus. Weinstein and Mayer, for example, understood learning strategies as behavioral patterns and ways of thinking that students demonstrate in the learning process and that should influence the process of information processing [4; p. 320]. D. Richards and D. Platt consider learning strategy as purposeful thinking and behavior in order to remember and understand new information in the learning process. [2; p. 231] Cohen argues that language learning strategies can be defined as thoughts and actions consciously chosen by learners to help them learn and use a language in general and to perform specific language tasks. [1; p. 28] Anyway, most scientists understand learning strategies as special actions, behaviors, steps and techniques that students use (often intentionally) to improve their language skills. These strategies can make it easier to use the language you are learning. In other words, strategies are learning tools aimed at the learning subject. They are necessary for the development of communication skills. At the same time, the intensity of the learning process suggests that the emphasis is shifting from learning strategies to learning strategies, that is, from teach to learn.

Thus, learning strategies play a broader role in language learning and involve the active role of learners in managing their own learning – they can be used in conjunction with or independently of the techniques used by the teacher. The concept of learning strategy is sometimes considered as an aspect of learner autonomy.

Earlier discussions about the role of strategies in language learning were often associated with the work of J. R. R. Tolkien. Rubin, dedicated to the characteristics that a student should have for better learning a foreign language. [3; p. 8] Jh. Rubin identified 7 characteristics that, in her opinion, students should have in order to get the maximum effect when learning a language:



1. They are diligent and diligent guesses, without experiencing the discomfort of uncertainty.
2. They have a strong desire to communicate or to learn through communication and a desire to do many things to clearly express their messages.
3. There is little that can prevent them, and they are not afraid to make language mistakes and seem stupid if the communication is effective.
4. They are ready to pay special attention to dialects, constantly being in search of examples in the language.
5. They are constantly practicing their skills and looking for opportunities to do so.
6. They monitor their own speech and the speech of others, constantly paying attention to how their speech is perceived, and whether their presentation meets the standards that they have studied.
7. They pay attention to the meaning, realizing that in order to understand the message; it is not enough to pay attention only to the grammar or the superficial language form. The relevance of strategy theory in relation to foreign language teaching is that some strategies are very likely more effective than others. And as a result of understanding the differences between them, strategies for learning and teaching a foreign language can be improved. Methods and techniques implicitly or explicitly require the use of special study strategies; however, the focus of most studies is on self-management strategies, which may be independent of those that are suitable for a particular method.

Many studies distinguish four different types of strategies according to their functions: cognitive, metacognitive, social, and emotive strategies. Cognitive strategies refer to the processes that learners use to better understand or remember the material being studied or new information coming in, for example, by establishing mental associations, understanding key phrases in a text, making a list of words, etc.

Metacognitive strategies are ways in which learners control their language learning by planning what they will do, performing an ongoing review, and then evaluating the final presented solution to the task [1; p. 125]. For example, the learner can focus on the following types of questions to the text being listened to, which the teacher uses during the lesson:

“What approach should I take to this listening text?” (planning)

“What parts of the text should I pay more attention to?” (planning)

“Do I focus my attention on the right part of the text?” (monitoring)

“Did I understand the words used by the author correctly?” (monitoring)



“Did I complete the task well?” (evaluation)

“What caused me to misunderstand the text?” (evaluation)

Social strategies are the means used by learners to interact with other learners or native speakers, such as asking questions to clarify the role of communication participants in society and their relationships, asking questions to get explanations or confirmations, and interacting with other communication participants to complete a task [1].

Emotive strategies are actions that students take in order to manage the emotions that they experience in the process of learning a foreign language or when they try to use the knowledge that they have already received in real communication. For example, it may be less stressful for a learner to first test their language skills in a conversation with a more advanced non-native speaker than with someone for whom English, for example, is their native language.

Of course, the study of learning strategies is necessary to obtain reliable knowledge that can be used both in teaching a foreign language and in developing the student's independence. Therefore, in the process of teaching a foreign language, it is necessary to reveal to students the nature of these strategies and help them develop effective skills in their use. To this end, in our opinion, it is important to provide the employed with a variety of opportunities for practical use of the language to help students independently apply strategies by gradually eliminating the help of a teacher. Moreover, it is necessary to create conditions in which students can evaluate the effectiveness of the strategies they use and other attempts they have made, in order to subsequently transfer the most successful strategies to new tasks.

Among the teaching strategies, both direct and indirect strategies are used. With a direct approach, the teaching strategy is a distinctive feature of the language lesson, while the training session includes five stages: preparation, presentation, practice, evaluation and development.

Strategies are initially modeled by the teacher, after which students are given practical tasks and the use of teaching strategies turns them into learning strategies. Teachers and students reflect throughout the training on the choice and effectiveness of the strategies used to solve the tasks. As a result, learners apply the strategies they have been taught to learn the language and complete language tasks. Thus, the responsibility for making strategic decisions gradually moves from the teacher to the students, while the instructions given in the classroom change



step by step to the full responsibility of the students in choosing strategies and using them until the end of the training.

The concept of learning strategies adds an important insight to what we mean by teaching a foreign language, because since techniques and methods have generally been conceptualized as modeling instructions in teaching, they are actually models for learning a language, and using the right strategy is often the key to successful language learning. Every teacher, in our opinion, in his teaching practice should ask the following important questions, which relate to the techniques and methods of learning a foreign language:

What learning strategies should this method develop? What learning strategies do my students use? What other learning strategies would be useful for my students? Since learning strategies can be considered as an aspect of students' independence, as already mentioned, it is also possible to borrow flexible techniques and methods for developing strategies for learning a foreign language. Every foreign language teacher today faces a difficult task, as it is very difficult to teach strategies for learning a language. They are accumulated, analyzed and transformed by the student himself. These are the stages that he goes through in the whole process of learning the language. Each student can develop their own individual effective model of strategies, the formation of which will depend on various factors. Teachers who use methods of forming strategies for learning a foreign language in their work are focused on the needs of the student, they do not manipulate students, but encourage them to form and use their own strategies. Focused attention to the strategies of learning a foreign language and the methods of their formation will help students in the implementation of the educational process and provide more opportunities for a conscious approach to the process of learning a foreign language, will allow students to become more independent, will increase their personal interest in learning, will teach the processes of self-assessment and self-correction, will increase the importance of the role of the teacher. Moreover, such strategies are most often problem-oriented, which is very important for a future specialist, and include several aspects at once, and not just cognitive activity. The implementation of such strategies in the educational process creates favorable conditions for the active, creative and productive activities of future specialists in higher education and forms effective teaching and learning of a foreign language.

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