THE EFFECTIVENESS OF SELF- STUDY PRACTICE IN TEACHING ENGLISH IN NON - PHILOLOGICAL INSTITUTIONS

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Abstract. In this study, a self-study practice intended to develop the English of non philological institutions of Uzbekistan. The self-study practice contained technical, business, and everyday language materials, some of which were naturally engaging and could be downloaded immediately from the internet. The purpose of the study was to evaluate the effectiveness of the self-study course and learners' satisfaction. However, there were notable variances in the effectiveness and learners' degree of satisfaction with the self-study package when the individual learners used it for their English language development. This was due to self- perception and learner personal backgrounds and experiences.

Keywords: self- study, independence, presence, self- direct learning, media tools.

Introduction. Recently, more and more attention paid to the self-study of students in the learning process, in particular in the teaching of foreign languages. This is due to many factors, including the fact that in today's dynamic, constantly changing world is not enough just to have a certain amount of knowledge. A person should be able independently replenish their knowledge, to engage in self education. Self-advocacy is not a trait that comes naturally to everyone. For a student to be able to work independently, he/she must be taught this. Therefore, problems of the organization of self-study at a lesson are especially actual. I would like to stop on use at English lessons of modern pedagogical technologies, which promote formation of skills of self-study. Independence is the ability to independent judgments, actions, resoluteness, possession of the initiative. It is the ability not to influence by various factors, to act because of their own views and motives. Analysis of the literature on this topic shows a variety of approaches to the definition of the concept of "independence", it includes the intellectual abilities of the student, allowing him to learn independently; readiness and desire of the student by his own forces to master new knowledge and ways of activity.

It is worth emphasizing that the main goal of students' independent activity at English – to teach students to think, analyze, generalize and assimilate the educational material in a foreign language without the help of a teacher.

As a result, we can identify the following indicators of students' autonomous activity:

- the presence of the task assigned by the teacher;
- the students' independence in completing the assignment;
- and the teacher's absence from direct involvement in the students' performance.

There are many types of self-study activities, of which the most common and frequently used is independent work. The effectiveness of students' performance of self-study in the process of learning English depends directly on the conditions for its planning, organizing, conducting and monitoring [6]. By the organization of independent work, we mean the actions of both the teacher and students aimed at creating the pedagogical conditions necessary for timely and successful performance

of the task. When organizing self-study on the part of the teacher it is very important to formulate timely and correct goals and objectives, as well as the expected output results [5].

According to Longworth, many English learners feel *hesitant* (nervous) about studying alone. However, you quickly come to the realization that all you require is at home. The truth is that you may study at home whenever you want using the internet, which is not only your best resource for learning English. Furthermore, you don't even have to spend all of your time at home studying. Once you have the resources you need, you can bring them along with you and study wherever you want [4].

Bashir also claims that, "The best part is, you also get to **study at your own pace** without having to follow the instructor's lessons or the accomplishments (progress) of your classmates. You get to study at a comfortable pace, which makes it a more effective learning experience for you. Most important of all, you become less dependent on others to learn English. Since you are studying alone, **there is more motivation for you to prove that you can learn English by yourself**. If there is consistent motivation, success won't be hard to reach" [1].

Self-directed learning sometimes is defined differently. Kolb D (1984) gives several aspects of SDL which include the following points:

(a) individual learners can become empowered to take increasingly more responsibility for various decisions associated with the learning endeavor;

(b) self-direction is best viewed as a continuum or characteristic that exists to some degree in every person and learning situation;

(c) self-direction does not necessarily mean all learning will take place in isolation from others;

(d) self-directed learners appear able to transfer learning, in terms of both knowledge and study skill, from one situation to another;

(e) self-directed study can involve various activities and resources, such as self-guided reading, participation in study groups, internships, electronic dialogues, and reflective writing activities;

(f) effective roles for teachers in self-directed learning are possible, such as dialogue with learners, securing resources, evaluating outcomes, and promoting critical thinking;

(g) some educational institutions are finding ways to support self-directed study through open- learning programs, individualized study options, non-traditional course offerings, and other innovative programs. [3]

Relevantly, media plays a dominant role in the self-learning process of English development. Due to the multicultural backgrounds of the learners, each learner requires different learning methods and techniques. Media currently gives more information to learners through various channels such as radio, newspapers, magazines, television etc. than solely learning in the classroom [7]. Furthermore, there are also various self-study strategies that learners can use to develop their language skills. There are focused some techniques with and without media as follows:

Reading English Newspapers News programs are written clearly and directly about real life issues. Thus, learning English language and vocabulary through news program is an ideal way to access content that can actually be used in our real lives

It can be tough if learners try to read materials that are too difficult for them. Choosing an appropriate book or magazine not only helps learners to relax and have fun, but also can help exercise their brains by improving focus and memory. It also helps them to learn new words and teach them new things they did not know before.

Watching television is another effective way to assist students who have no English speaking backgrounds to learn and develop their confidence in speaking English. *Television programs* provide a way to pick up of conversational English skills and new words. Many people want to learn English through watching television. However, the learning process involves not just simply turning on and watching TV.

English learning today is not limited to studying via textbooks. Since the advent of the Internet and its attendant technology, there are hosts of options to use for English skills improvement; for example, interacting online with others users via social networks and communicating with them to learn about other different cultures at the same time of learning English. Social networks are a new phenomenon of the 20th century [3].

Bosch (2009) who studied "Using Online Social Networking for Teaching and Learning: Facebook use at the University of Cape Town" surveyed the use of Facebook by the students at the University of Cape Town, as well as the engagement of lecturers with students through social media [2]. Along the qualitative interviews on virtual ethnography, the finding indicated that there are positively significant benefits of using Facebook in teaching and learning, especially for the educational micro-communities development, Bashir and Dogar (2011) explored the factors effecting English speaking skills of the students. The results discovered that speaking skill is neglected in the classrooms. It is not a part of the exam and there is no opportunity that students get to speak English either inside or outside the classroom. A lot of practice on listening and repeating is required for good learning to speak. The other way to improve speaking skill is by asking questions and using short conversation in the classroom [1].

To conclude, self- study works or tasks and independent learning is becoming the heated point of today`s language learning field. It is obvious that, there are not only offline tasks but also more online activities and drills aims to reinforce our language learning easily and independently.

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