

Enhancing Of “Self Study Skill on Learning the English Language

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(IN THE CASE OF UZBEKISTAN)

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Abstract: This article discusses an acceptable study skill on teaching and learning the English language in the case of Uzbekistan. The author emphasized on positive results self-studying for students and teachers. Research on the beneficial effects of self-regulated studying is recounted on academic motivation as well as achievement, and cyclical self-regulatory model for study skill instruction in regular classrooms is presented.

Key words: Education, self-access learning, motivation, attitude, self-study

Nowadays more than 7 billion people speak in the English language among the whole world. All modern information technology (IT) programs work in this language. Therefore, in Uzbekistan also, given high attention to teaching and learning English by government.

In 2012 year, on the 10th of December, the First President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”. [1]

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary

schools, professional colleges and academic lyceums were equipped with language laboratories.

However, several years ago, analysis of the current system of organizing language learning showed that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials were required. Now, there is going a great changing process on teaching and learning languages. In this case, self-studying is the best way of improving language skills.

Self-studying, which involves studying without direct supervision or attendance in a classroom, is a valuable way to learn, and is quickly growing in popularity among students. By complementing formal education with home study, students can see a drastic improvement to grades, material understanding, and confidence.

However, self-study can also be used to master a new skill or learn an entirely new concept – like a language or an instrument. The benefits you can gain from self-study are endless and are completely determined by students.

Research has shown that students will exhibit a positive attitude towards self-study, but that they will often fail to complete self-study activities. The purpose of this paper is to investigate positive instructor interactions and motivation of students to complete self-study activities and students' attitudes towards self-study.

It is known that students are attracted to self-study learning activities, but to what degree? Scientifics Lai and Gardner describe a “gap between theoretical support and motivation to complete activities Further, Kimura states there are “significant differences in motivation among students

autonomous learning [2] Can positive teacher interaction provide enough influence to bridge the gap between theoretical and actual support and resolve the differences among students towards self-learning? Gullies reports that “motivation precedes autonomy”, while Ikeda and Takeuchi state “creating amicable instructor-facilitated sessions can be key for enhancing learners motivation for independent learning” [3]. Further, Lee and Yamaguchi Johnson argue, “teachers have an important role in supporting students in their learning process” [4] if teachers can motivate students for greater acceptance and use of self-study, then by how much, and what techniques are effective? Lai points out that “a majority of research in the English language learning field has been focusing largely on teaching or course effectiveness, but little has been done to look at what makes learners become self-determined enough to take control of their own learning, and the factors that differentiate successful and less successful self-access users”[5] The purpose of this study was to further the findings in this field by attempting to examine the effect that teacher motivational techniques have on students’ attitudes towards their self-access study.

According to the result of experiences, every student has his own useful methods such as:

Listening: Watched movies

Listening: Watched You-Tube

Listening: Watched television

Listening: Listened to music

Listening: Listened to podcasts

Reading: Read print news

Reading: Read online news

Reading; Read books

Reading: Read comics

Reading: Read magazines

Speaking: Talked with Uzbek friends in English

Speaking: Talked with native English speakers

Speaking: Talked with the university native English speaking instructors

Writing: Kept a dairy

Writing: Wrote on the Internet sites (e.g., Facebook, Mix) in English

Studied for a test

Studied grammar

Studied vocabulary

In 2007 Lai produced the first in depth study of how teacher interaction with and motivation of students can affect their self-study habits. To a large degree the findings of this project are in agreement with those of Lai, with the following results in common:

1) Students will react positively when given extra credit for self-study outside the classroom.

2) Students feel positive about self-study outside the classroom when their teacher provides motivational tools.

3) Students have a positive feeling about discovering a new way of learning when their teacher interacts with them regarding self-study outside the classroom.

4) Students do not feel pressure from other students in a negative way to participate in self-study activities outside the classroom. [6]

The explorers recommend that, in contexts where self-access resources exist, instructors involved in second language acquisition should actively use the following six positive motivational techniques on their students to encourage greater engagement with self-study:

1) On the first day of class introduce new students to self-access study facilities and encourage them make use of them

2) Demonstrate to the students how to complete an online self-study activity and what steps to take to receive proper teacher credit for it.

3) Create and hand out to the students an instructional sheet of step number two so they can use it as a reference. Also include motivational messages on the sheet.

4) Encourage the students in class to do more self-access study and praise those who finish activities early or do extra activities.

5) Continuously remind students of the deadline to complete an activity sheet.

6) Make it clear in a positive way to the students the benefits of self-access study, such as learning more English or achieving a better class grade.

Following resources can be also effective for learning language:

- **.A student area** is crucial for effective self-studying. This might mean a home office, or a desk in the student's bedroom. No matter where it is,

it should include a tidy work space – free of clutter and distractions – with good lighting.

- **A computer** is necessary for many methods of self-study, especially where reading, watching or listening to online resources are concerned. However if student studier prefers completing work by hand, non-digital substitutes (ex. pencils and notebooks) can be used.
- **Note-taking tools** such as highlighters, colored pens and sticky notes are useful tools for a student studying at home. Keeping notes while learning will enable your child to retain the information longer, and help to build valuable organizational skills.

Once the full structure is in place, the future is one where the autonomous student uses these resources according to their need and their preference in a way that suits them. In an increasingly competitive environment, self- studying can only be beneficial for both the student and the institution. It is hopefully a model that could be replicated by other institutions.

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