



Development of Academic Skills at the Educational Systems

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Abstract: *To be successful in academic life, students must develop skills and knowledge that will enable them to acquire the necessary skills to survive in the academic environment, continue their education throughout their lives, and prepare for professional life. The ability to learn effectively is one of the essential skills that should be developed during their studies so that they develop a good learning habit that they can use even after graduation.*

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Introduction. As emphasized, learning is divided into five areas: cognitive, psychomotor, affective (Bloom's Taxonomy), static and dynamic (Angus). They say that "a variety of approaches to learning; learning skills and learning difficulties exist due to individual differences in learners. " This is why people learn in different ways. Some prefer to learn by doing; others by listening or reading. Some learn best in groups, others learn best alone. For these reasons, it is important to teach students to find methods and techniques that work for them and to make the most of them. Of course, there is no one style or one step in teaching.

Methodology. The principle of a deliberate approach to language learning implies an understanding of the linguistic phenomenon of language material by a student, as a rule, through the native language, sentences assessed by the degree of difficulty with an emphasis on some of the highlighted elements. as "learning points". In all cases, students understand how they work using the materials used in the various activities. This approach to language learning usually contrasts with "rote" learning through repetitive exercises.

It will be helpful for the student to practice learning in a variety of ways, experimenting with different learning styles. The more varied the student's educational repertoire, the better he will succeed. According to Rita O'Donoghue, "Learning skills are strategies and methods by which a student learns to make the most of his time, resources and academic potential." She says developing and improving students' academic skills can help:

- To make better use of your study time - do more in less time!
- To facilitate learning and help to keep what has been learned for a long time.
- Feel that the work and effort is worth it; he "pays dividends." Each university and each degree program usually develops the academic skills required to complete the program. However, the following study skills can usually be found in most educational institutions:

Managing yourself for study	Taskmanagementskills	Timemanagementskills
Academicskills	Actionplanning	ICT skills
Peopleskills	Thinkingskills	Effectivereadingstrategies
Effectivenotetaking	Effectivepresentations	Researchingskills
Workingwithpeople	Examstrategies	Reflectingskills

Learning skills help develop the student's ability to effectively use the learning opportunities created by teaching or learning situations. They encourage the development of independent students in academic and professional fields. Developing curriculum skills in English lessons to prepare students for academic life can be one way to deal with students' inability to learn effectively. The National Curriculum for Higher Education Students requires graduates to have an A2 or B1 language proficiency level as the standard for a bachelor's degree.

In accordance with the communicative approach, students are required to improve their linguistic, sociolinguistic, strategic and pragmatic competencies in order to achieve level A2 or B1. Without strong independent teaching skills, it would be difficult to achieve this goal. English teachers can help develop self-study skills as well as improve students' language skills by conducting alternative assessments in their classrooms.

The term "alternative" implies something new and different from the standard test. The characteristics that define the Assessment Alternatives were summarized by Brown and Hudson as presented in *Language Assessment: Principles and Practice in the Classroom* by D. Brown. Grading alternatives:

- require students to do, create, produce or do something;
- use real world contexts or modeling;
- are unobtrusive as they enhance everyday classroom activities;
- allow students to evaluate what they usually do in the classroom every day;
- use tasks that are meaningful educational activities;
- focus on processes as well as products;
- use high-level thinking and problem-solving skills;
- provide information on both the strengths and weaknesses of the students;
- when used correctly, they are sensitive to multicultural characteristics;
- ensure that people, not machines, score points based on human judgment;
- to encourage open disclosure of standards and rating criteria; and
- encourage teachers to take on new teaching and assessment roles.

While Alternative Assessment provides a better understanding of the learning process as outlined above, most English teachers use traditional assessment methods such as multiple choice based on grammar and vocabulary, true / false, gap filling, translation or retelling of English text. language.

Traditional assessment is not only a little boring, but it also does not improve language communication skills, nor any other non-language skills. Alternative assessment is known to be a motivating and inspiring way to test students' knowledge and develop their learning skills. Moreover, it is believed that alternative assessment is a humanistic way of assessing students, aimed at their self-development.

Douglas Brown, in his book *Language Assessment: Principles and Practice in the Classroom*, mentions portfolio, project-based assessment, interview, conference, journals, observation, self-assessment, and peer assessment as alternatives in assessment that is off-putting and much higher authenticity. than traditional types of assessment. There are several types of alternative assessment. What skills can be developed in alternative assessments if they are taught in English lessons?

Including alternative grades in classrooms, English teachers automatically begin to develop not only English for communication purposes, but also improve student self-study skills. In this way, in the classroom, we will be able to fill a gap in the curriculum that does not contain any subjects that increase the ability of students to learn and support our students in their learning, as well as give them the opportunity to learn a lot in a short time. "Understand the very basics of how we learn and the importance of lifelong learning to our lives and careers."

Results of research conducted by Nasruddin Rahim and HasniMeon; Elena Shvets; and Mohd Ghani Awang with SuriyaSinnadurai show that learning, including education, enhances students' academic achievement and improves their academic performance, thereby providing students with the skills to work independently in a variety of contexts such as personal, educational and professional. Language teaching has always been and remains more an art than a science. In other words, it is largely intuitive and depends on the personal abilities and beliefs of the teacher. **Conclusion.** It seems that much of a teacher's success is the result of qualities such as enthusiasm, intelligence, and love for students. The present day may well be one of the most unusual periods of the twentieth century in the development of language teaching methods. This is probably the time when there is least consensus as to which method should be preferred. One method has replaced the other.

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