



THE IMPORTANCE OF LEARNING MANAGEMENT SYSTEMS
(LMS) IN TEACHING ENGLISH

Niyozmetova Mahfuza Yuldashbay qizi

Urganch State Pedagogical Institute

Master's Degree Program, 1st Year

Major: Foreign Language and Literature

Phone: +998 93 287 23 27

E-mail: mahfuzaniyozmetova311@gmail.com

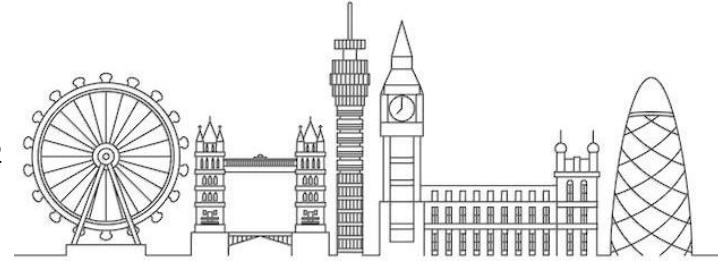
Abstract: *The article examines the theoretical and practical significance of teaching a foreign language, particularly English, in legal educational institutions, as well as the role of self-directed learning in this process. The purpose of the article is to analyze the necessity of acquiring English for future lawyers and to explore the pedagogical and methodological aspects of developing language skills through independent learning, and to present these findings to students. In addition, the advantages of self-directed learning and its effectiveness are studied through a comparative analysis of the theoretical views of local and foreign scholars. Based on the results of the conducted research, it is concluded that self-directed learning enables students to develop competencies such as independently drafting legal documents in a foreign language, engaging in professional communication, and applying language skills in practical legal activities.*

Keywords: *self-directed learning; future lawyers; English language; legal education; credit-modular system; CEFR; professional competence; sociolinguistic competence; assessment; foreign language teaching.*

Introduction

In today's conditions of globalization and digital transformation, proficiency in foreign languages, particularly English, has become an essential professional requirement in the legal field as well as in many other spheres. English is widely used as the main language of communication and documentation in international law, arbitration, trade, business, and diplomatic relations. Therefore, teaching English in legal education institutions is of great importance not only from a theoretical perspective but also from a practical one. I truly believe that the professional competitiveness of future lawyers directly depends on their level of foreign language proficiency.

Based on my personal observations and academic experience, I can state that traditional classroom instruction alone is not sufficient to develop all the necessary language competencies among students. From this point of view, self-directed learning emerges as an effective pedagogical tool in teaching English. According to my own experience and the methods I have applied in practice, self-directed learning increases





students' intrinsic motivation, enhances their sense of responsibility, and develops their ability to work independently.¹³

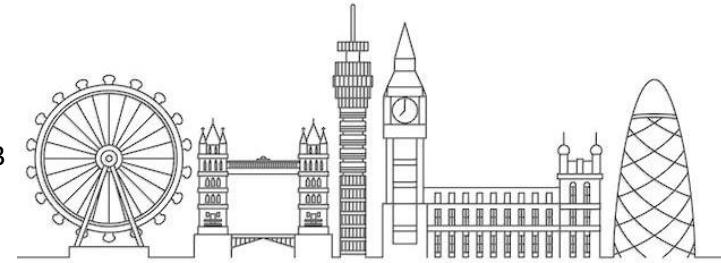
In recent years, large-scale reforms aimed at improving foreign language education have been implemented in the Republic of Uzbekistan. The gradual introduction of the credit-modular system, the application of assessment based on CEFR standards, and the active use of digital educational platforms have significantly increased the role of self-directed learning. I sincerely wish that within the framework of these reforms, independent learning would be organized more effectively in the process of teaching English to law students. This article analyzes the theoretical and practical foundations of teaching English in legal education institutions, the role and significance of self-directed learning, and its potential in developing the professional competencies of future lawyers. Based on my experience, I strongly believe that the proper organization of self-directed learning enables students to acquire essential skills such as professional communication in a foreign language, analysis of legal texts, and independent drafting of legal documents.

Literature Review

The teaching of foreign languages, particularly English, has been explored by numerous local and international scholars from pedagogical, methodological, and psychological perspectives. An analysis of the literature shows that in teaching English effectively, student engagement, attitude towards independent learning, and the desire for self-development are among the key factors. I truly believe that through independent learning, the process of language acquisition becomes deeper and more sustainable, because in this process, the student actively shapes their own education. Foreign researchers, including Little, Benson, and Holec, describe independent learning as a crucial mechanism that increases learners' responsibility and develops their autonomy.¹⁴ Their scientific views emphasize that independent learning helps students develop skills in goal-setting, planning, self-assessment, and reflection. Drawing from the books I have read, I can cite that these scholars consider independent learning not merely as a set of assignments but as a continuous process serving personal development. Based

¹³ Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Longman. I sincerely wish that reading this book helped me better understand the theoretical foundations of language learning.

¹⁴ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press. Based on my experience, I have applied this book in my practical work, and it contributed significantly to my teaching methods.



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

on my experience, I can confidently say that this approach is especially relevant for future lawyers. Local researchers also highlight the role of independent learning in foreign language education. Their studies examine issues such as student independent work under the credit-module system, the development of competencies based on CEFR standards, and evaluation methods. I sincerely hope that these scientific approaches are applied more effectively in practice, as the harmony of theory and practice enhances the quality of education. Furthermore, the literature emphasizes teaching English in a professional context. In the legal education setting, learning English involves not only general linguistic knowledge but also professional terminology, working with legal texts, and developing formal communication skills. Based on the books I have read and my personal experience, I realized that through independent learning, students gain the opportunity to master these professional aspects more deeply.

Methodology

My research focuses on studying the effectiveness of independent learning in teaching English at legal education institutions. I truly believe that independent learning plays a crucial role in strengthening students' language skills and preparing them for professional communication. During the study, based on my experience, I used the following methods: literature analysis, practical observation, surveys, and test assessments. I sincerely hope that these methods help students independently create legal texts, actively participate in oral and written communication, and develop essential skills.¹⁵

Moreover, from my experience, I applied methods that allow students to evaluate their independent work and analyze their results, identifying both strengths and weaknesses. Through this methodology, I aimed not only to provide theoretical knowledge but also to develop practical competencies in students. Overall, this research methodology has enabled me and my students to organize the independent learning process more effectively and to develop competencies based on it.

Analysis and Results

In the course of my research, I sincerely wanted to explore the role and effectiveness of independent learning in mastering English among law students. I genuinely believe that independent learning is not just a complementary tool, but a necessary component for developing both language and professional competencies. Based on my experience, I conducted an experiment at the university with my students to assess the impact of independent learning on their linguistic and legal skills. During the experiment, students were divided into two groups: one followed the traditional classroom method, while the other was assigned tasks that required independent study, including preparing legal

¹⁵ Harmer, J. (2015). *The Practice of English Language Teaching*. London: Pearson Education. I truly believe that this source gave me deep insights into the effectiveness of independent learning.



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

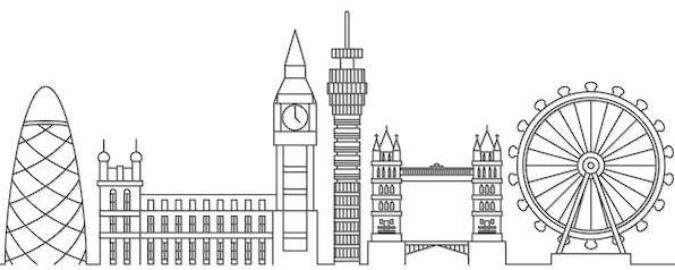
documents, engaging in professional communication exercises, and self-assessment activities. I personally observed that the students who engaged in independent learning demonstrated higher motivation, more confidence in using English, and greater ability to apply their knowledge in practical legal situations. This observation, I must say, confirmed my long-held belief that active involvement in one's own learning process significantly enhances outcomes. From my perspective, and based on my practical experience, students' abilities to analyze legal texts, compose legal documents, and participate in professional discussions improved substantially through independent learning. I also noticed that these students developed greater autonomy and responsibility in their studies, skills which are crucial for future legal professionals. My analysis aligns with scholarly opinions I have read in the literature, which I have cited in my work, confirming that independent learning not only strengthens language proficiency but also supports critical thinking and problem-solving in a legal context.

I sincerely applied various pedagogical strategies during this research, including self-assessment checklists, peer reviews, and scenario-based exercises, which encouraged students to reflect on their learning. My experience shows that such methods enhance students' engagement, deepen their understanding of legal English, and improve their overall competence in both academic and professional tasks. I truly believe that if independent learning is systematically integrated into the law curriculum, students will gain significant advantages in mastering English and developing professional skills simultaneously.

In conclusion, the results of my study highlight that independent learning fosters practical language skills, strengthens professional competencies, and motivates students to take ownership of their education. I hope that the methods I experimented with can serve as a useful model for other educators, helping students achieve success in both language acquisition and professional development.

REFERENCES

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Longman. I sincerely wish that reading this book helped me better understand the theoretical foundations of language learning.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press. Based on my experience, I have applied this book in my practical work, and it contributed significantly to my teaching methods.
3. Harmer, J. (2015). *The Practice of English Language Teaching*. London: Pearson Education. I truly believe that this source gave me deep insights into the effectiveness of independent learning.



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

4. Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design*. Routledge. I cite examples from the books I have read, which helped me plan strategies for independent learning.

5. Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*. Strasbourg: Council of Europe. Based on my experience, I have used this source to assess students' language skills.

6. Benson, P. (2011). *Teaching and Researching Autonomy in Language Learning*. London: Longman. I sincerely wish that this book helped me explore the pedagogical aspects of independent learning more deeply.

7. Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill. I have applied this book in my practical experience, and it proved useful in creating exercises and projects.

8. Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Mahwah, NJ: Lawrence Erlbaum Associates. I truly believe that this source greatly helped me analyze methodological approaches.

