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WAYS OF INDEPENDENT WORK ORGANIZATION IN FOREIGN LANGUAGE TEACHING

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This article deals with the ways of independent work organization in foreign language students' training in higher education, their role in the education system and the impact on the educational process itself, as well as the all-round development of the personality of the student. The realities of modern world demand new approaches to professional formation of personality that allows students to adapt to constantly changing society in the process of professional training. This social order of the society makes alterations in the system of education which priority is oriented on self-development, self-education and self-realization of personality of the future specialist. The purpose of this article is to study the peculiarities of students' independent work classification from the point of view of different aspects. Several types of classification of independent work have been considered in this article. Namely, there are the following types: according to the time and control form, according to the form of students' organization, according to place of fulfillment, according to leading needs and priority objects of mastering, according to interaction between the teacher and students. Classification of IW according to the level of independence is the most important paradigm. Most of the researchers outline three types of IW, namely: copying, transformation and creative type. These types let students gain the following skills: comprehension of sequence of tasks' completion, accumulation of basic facts and activity types, rational task performance, adequate assessment of activity results, making choice operations, working out the ways of solving educational problems, determining educational tasks, choosing the required material, solving educational problems, outperforming self-control and self-assessment of their own actions.

Key words: independent work, individual and group work, control management, self-control, self-education.

Introduction. In terms of impetuous development of science and technology, quick updating and accumulation of information, it became impossible to teach a person for his entire life. It is necessary to lay an interest for knowledge accumulation in him, teach him to study. The realities of the modern world demand new approaches to professional formation of personality that allows students to make out personal features helping to adapt to constantly changing society in the process of professional training.

This social order of the society makes alterations in the system of education which became oriented on self-development, self-education and self-realization of a personality of future specialist. Therefore, in the system of school education, as well

as in the system of higher education it is necessary to pay special attention to students' training for active creative independent activity [7, c. 53].

In modern concept of foreign language training the multicultural language personality becomes one of the key categories. Based on the development of language personality, the aims of learning foreign language are formed from the point of view of language user as a subject of intercultural communication. One of the most important features of language personality is his ability and readiness for independent (autonomous) conscious language studying and mastering foreign-language culture [14, c. 203].

Thus, the thematic justification of this article is to validate its aim which is to study the peculiarities of students' independent work classification from the point of view of different aspects and to study the self-control matters as the students' skill to control and assess their own progress in studies.

Different features of students' independent work including their self-organization, self-management, self-control, and finally independent work has been the subject of special research (M.A. Alijeva, E.V. Apanovich, M.S. Akhmetova, M.M. Bukareva, K.L. Butianina, Z.M. Vyvirkovskaja, M.G. Garunov, A.S. Elizarov, J.D. Efanova, F.G. Zolotavina, N.F. Korjakovtseva and others).

Independent work of the students gains the special importance in non-linguistic institutions where there is not enough time for foreign language learning, and that's why there is a tendency to reduce auditorium studies. Skills in independent searching activity are an important factor for further self-education of a specialist. Consequently, one of the main challenges of foreign-language teaching in higher institutions is the development of students' readiness for independent work of creative type, (i.e. independent activity) [12, c. 35].

It is necessary to outline that neither in pedagogic science, nor in teaching methodology there is any definition of independent work [9, c. 25].

Classification of independent work. At present independent work can be classified according to the guiding principles. Briefly we consider the most commonly used among them are:

Independent work (IW) according to the time and control form:

1. short-term, completed directly in auditorium conditions or at the moment of preparation for the classes with current or intermediate control;
2. long-term, connected with independent search, high activity level of students, requiring more continued preparation (e.g. project activity) using intermediate and final control [10, c.60].

IW according to the form of students' organization:

1. individual;
2. pair;
3. collective (group).

We can notice that individual IW (however not frequently) is conducted in secondary and higher educational institutions, but its group variant is a very rare phenomenon. Although the ability to work independently in a group is very important as a person lives in the society and in some way faces the group, fulfills the joint activity and his inability for joint work would negatively affect the results of group's work as a whole [11, c. 14].

It is very important to provide more time for organization and conduction of group IW as the group is the exact surrounding that motivates and stimulates the students. Methodologists, namely A.E. Kapajeva have proved that group interaction enriches knowledge and skills, special and general educational actions, serves for formation of self-control and self-appraisal [11, c.15].

IW according to the place of fulfillment:

1. during auditorium classes;
2. at the laboratory;
3. outside the institute.

IW according to leading needs and priority-driven objects of mastering:

1. work on the language means with the purpose of language material accumulation;
2. work on foreign language text as a product of linguistic culture;
3. training work on the language means;

4. independent speaking practice [5, c.18].

IW according to the form of the teacher's participation:

1. personally controlled by the teacher;

2. controlled by the teacher indirectly (using instructions, rules, study aids etc.);

3. uncontrolled by the teacher (by personal initiative of the students).

IW according to interaction between the teacher and the students:

1. Uncontrolled where the teacher determines the level of linguistic competence and background for IW skills development, the students act according to the "trial-and-error" method;

2. Imaginary IW, when the teacher uses strict control technique. The students act determinedly within the strict framework of a task;

3. Fragmented, when the teacher uses strict and flexible control techniques. Students act combining independent and suggested actions;

4. Relative, when the teacher gives the task in the most general form and the students act independently and freely [6, c.34].

Classification of IW according to the level of independence is the most important paradigm. Most of the researchers outline three types of IW:

1. IW of copying type which is done according to the example. Independence of the students has reproducing character and appears mainly in replacing of some language means, shortening or extending of sentences. Herewith such actions like independent choice and language units' combination do not take place. That is why the students' level of independence and creativity in the process of creation of a language composition is very low [4, c.121]. The main result of IW of copying type is gaining the following skills:

- understanding of teaching objective;
- comprehension of sequence of tasks' completion;
- accumulation of basic facts and activity types;
- rational task performance;
- adequate assessment of activity results.

In such a manner the background for tasks of higher level of independence is created.

2. IW of transformation type is reasonably organized in such a manner that educational material provides only general direction of students' independent activity and the control functions are generally conducted with the purpose to give students enough freedom for creative initiative [3, c. 15] As practice shows, the most effective exercises for IW of transformation type organization are the exercises with gradual support removal. The main result of IW of transformation type is gaining the following skills:

- making operations of choice, substitutions, extending, transformation, combination etc.;
- working out of ways to solve educational problem.

3. IW of creative type presupposes that the students can choose an algorithm for solving educational problems independently, determine the structure of the statement, combine words and syntactic structures, state personal judgments, personal attitude towards the learned material.

The students are supposed to master the skills required for organization of personal educational activity and self-control, namely:

- to determine educational task;
- to choose the material required to fulfill it;
- to perform actions leading to solving educational problem independently;
- to perform self-control and self-assessment of their own actions.

Exactly reaching of this level of independence is one of the primary importance tasks of education on the level of professional foreign-language education [1, c.10].

Self-control. As it was mentioned above, one of the main aims of modern language education is the formation of "autonomous student", whose main skill is the ability to control and assess his own educational progress. As F.M. Rabinovich states, self-control provides self-determination and self-development in educational activity. Namely self-control is one of the personal features of the students that

places them in the position of a subject of educational process, which means the ability to assess their own knowledge, actions and progress represented by their own initiative [15, c. 34].

The analysis of scientific research of self-control skills formation (P.K. Anohin, L.G. Voronin, P.Ja. Galperin, V.V. Davydov, K.B. Jesipovich, I.A. Zimmaja, F.M. Rabinovich) allows to establish its great importance for the students' independence development. Namely self-control can be estimated as the main factor of educational level of competence and the students' independence rate. This skill should be developed together with foreign language mastering.

Methodologists and psychologists figure out two forms of self-control: external (realized) and internal (automatic).

As K.B. Jesipovich states, self-control is the ability of the students to appreciate their own actions and regulate their own behavior [8, c. 57].

According to N.F. Koriakovtseva, we consider self-control as a certain strategy of educational activity aimed to control the educational task fulfillment and ways of its solving [13, c. 112]. Herewith we can outline some means of self-control and successful communicative activity. They are: independent testing, reading control, record and listening control of own verbal speech etc.

Complete formation of internal self-control is a very long-lasting and complicated process. The teacher is supposed to form not only speech self-control, but the control of educational activity in foreign language learning as a whole that will let students manage and regulate their learning activity independently. With this aim the students should realize self-control, teacher's control and mutual control as objective phenomena of teaching and learning process.

M.E. Brejgina [2, c. 25] offers the following stages of self-control formation:

1. to learn how to understand and accept the teacher's control;
2. to learn how to observe and analyze educational activity of the students' partners in the group;
3. to learn how to perform self-monitoring of own educational activity.

Conclusions. Consequently the students' ability to control their own educational activity is a necessary characteristic which completes the definition of special purpose communicative competence in foreign language mastering. Skillful and competent learning of foreign language provides its effective mastering as well as ability for independent and creative communication in educational activity. This in turn provides readiness of a personality for continuous language learning within the whole life.

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І.А. Свірепчук, І.В. Бойко. Способи організації самостійної роботи у викладанні іноземної мови.

У даній статті розглядаються шляхи організації самостійної роботи в процесі навчання студентів іноземної мови в галузі вищої освіти, їх роль в системі освіти і вплив на сам освітній процес, а також всебічний розвиток особистості студента. Необхідність у нових підходах для забезпечення професійного становлення особистості, які дозволяють студентам розвинути індивідуальні якості особистості, що допомагають адаптуватися до постійно

мінливих суспільних умов у процесі професійної підготовки. Цей соціальний порядок суспільства вносить зміни в систему освіти, пріоритет яких орієнтує освітній процес на саморозвиток, самоосвіту і самореалізацію особистості майбутнього фахівця. Метою даної статті є вивчення особливостей самостійної роботи студентів з точки зору різних аспектів, а саме: в залежності від часу і форми контролю, відповідно до форми організації студентів, за місцем виконання, відповідно до провідних потреб і пріоритетних об'єктів засвоєння, відповідно до взаємодії між викладачем і студентами. Класифікація СР в залежності від рівня самостійності є найважливішою парадигмою. Більшість дослідників виділяють три типи СР: копіювання, творчі типи та перетворення. Саме застосування цих типів дозволяє формувати у студентів наступні навички: розуміння послідовності виконання завдань, раціональне виконання завдання, адекватна оцінка результатів діяльності, розробка шляхів вирішення навчального завдання, вибір матеріалу для виконання, здатність до самоконтролю і самооцінки своїх власних дій. Також в статті висвітлюється проблема самоконтролю, пропонуються етапи його формування.

Ключові слова: самостійна робота, індивідуальна та групова самостійна робота, управління контролем, самоконтроль, самоосвіта.

И.А. Свирепчук, И.В. Бойко. Способы организации самостоятельной работы в обучении иностранному языку.

В данной статье рассматриваются пути организации самостоятельной работы в процессе обучения студентов иностранному языку в области высшего образования, их роль в системе образования и влияние на сам образовательный процесс, а также всестороннее развитие личности студента. Необходимость в новых подходах для обеспечения профессионального становления личности, позволяющих студентам развить индивидуальные качества личности, помогающие адаптироваться к постоянно меняющимся общественным условиям в процессе профессиональной подготовки. Этот социальный порядок общества вносит изменения в образование, приоритет которых ориентируется на образовательный процесс, на саморазвитие, самообразование и самореализацию личности будущего специалиста. Целью данной статьи является изучение особенностей самостоятельной работы студентов с точки зрения различных аспектов, а именно: в зависимости от времени и формы контроля, в соответствии с формой организации студентов, по месту выполнения, согласно ведущим потребностям и приоритетным объектам усвоения, соответственно взаимодействию преподавателя и студентов. Классификация СР в соответствии с уровнем самостоятельности является важной парадигмой. Большинство исследователей выделяют три типа СР, а именно: копирование, творческая СР и преобразования. Именно применение этих типов позволяет формировать у студентов следующие навыки: понимание последовательности выполнения задач, рациональное выполнение задания, адекватная оценка результатов деятельности, разработка путей решения учебной задачи, отбор материала для выполнения, способность к самоконтролю и самооценке своих собственных действий. Также в статье уделяется внимание проблеме самоконтроля, предлагаются этапы его формирования.

Ключевые слова: самостоятельная работа, индивидуальная и групповая самостоятельная работа, управление контролем, самоконтроль, самообразование.