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Organization of Independent Work of Students in the Study of Russian as a Foreign Language

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ANNOTATION

In modern conditions, the changes taking place in the process of education and training of specialists involve the development of the concept of self-education. The new educational system considers as a priority the interests of the individual, adequate to modern trends of social development. If the previous concepts were designed for such symbols of learning as knowledge, skills, social education, then competence, individual creativity, independent search for knowledge and the need to improve them become symbols of a new view of education.

KEYWORDS: individual activity, individual activity taken under teacher`s guidance, educational process, multimedia means of education, design the process, academic competencies.

I. Introduction

Among the existing forms and methods of teaching, independent work is becoming increasingly important. The practice of training confirms that only the knowledge gained by independent work makes a graduate a productively thinking specialist, able to creatively solve professional tasks, confidently defend their positions. The formation of an internal need for self-learning becomes both a requirement of time and a condition for the realization of personal potential. The ability of a person to take place at a level adequate to his claims to a high position in society depends entirely on his individual involvement in the independent process of mastering new knowledge. Therefore, one of the goals of professional training of a specialist is the need to give students fundamental knowledge, on the basis of which they could study independently in the direction they need.

II. Literature review

In recent decades, the education system has been dynamically developing new approaches to the study of language material, one of which is the optimal organization of independent work of students, which is adhered to by such scientists as Buryak V. K., Pidkasisty P.I. Serikov G.N. Smirnova N.M. and others.

III. Analysis

Independent work of students is one of the effective means of development and activation of creative activity of students. It can be considered as the main reserve for improving the quality of training specialists.

The methodological basis of students' independent work is an activity-based approach, which consists in the fact that the learning goals are focused on the formation of skills to solve typical and atypical tasks, i.e. on real situations where students need to show knowledge of a specific discipline.

The essence of independent learning is defined in didactics as the ability of a person to acquire information from various sources without assistance. No image is formed in a person without independent cognitive actions. The greatest success in teaching is achieved when the student focuses on the independent execution of pre-selected intellectual operations.

The main goal of students' independent work is to improve the professional training of specialists, aimed at forming a system of fundamental and professional knowledge, skills and abilities that they could freely and independently apply in practice.

During the organization of independent work of students, the teacher solves the following tasks:

1. to deepen, expand the professional knowledge of students and form their interest in educational and cognitive activities;
2. teach students to master the techniques of the cognition process;
3. develop their independence, activity, responsibility;
4. to develop the cognitive abilities of future specialists.

In modern literature, there are two levels of independent work - independent work of students managed by a teacher and independent work itself.

It is the first level that is most significant, because it assumes the presence of special methodological instructions from the teacher, following which the student acquires and improves knowledge, skills and accumulates practical experience.

Depending on this, there are three levels of independent work:

1. reproductive (training);
2. reconstructive;
3. creative.

Independent training works are carried out according to the model: solving problems, filling in tables, diagrams, etc. The cognitive activity of the student is manifested in recognition, comprehension, memorization. The purpose of this kind of work is the consolidation of knowledge, the formation of skills, skills.

In the course of independent reconstructive work, decisions are being rebuilt, a plan is being drawn up, abstracts can be studied at this level, and abstracts can be performed. The purpose of this type of work is to teach students the basics of independent planning.

Independent creative work requires an analysis of the problem situation, obtaining new information. The student must independently make a choice of means and methods of solution (educational and research tasks, term papers and theses). The purpose of this type of work is to teach the basics of creativity, long-term planning, in accordance with the logic of the organization of scientific research.

For the organization and successful functioning of independent work of students, the following are necessary:

1. An integrated approach to the organization of independent work of students (including all forms of classroom and extracurricular work).
2. Ensuring control over the quality of independent work (requirements, consultations).
3. The use of various forms of control.

A prerequisite for ensuring the effectiveness of independent work is compliance with the stages in its organization and conduct.

The following stages of controlled independent work of students can be distinguished.

The first stage is preparatory, it should include the preparation of a work program with the allocation of topics and tasks for independent work; its end-to-end planning for the semester; preparation of teaching materials; diagnostics of the level of preparedness of students.

The second stage is organizational, at this stage the goals of individual and group work of students are determined; an introductory lecture is read, individual and group orientation consultations are held, during which the forms of independent work and its control are explained; deadlines and forms of presentation of intermediate results are established.

The third stage is motivational and activity. The teacher at this stage should provide positive motivation for individual and group activities; verification of intermediate results; organization of self-control; interchange and mutual verification.

The fourth stage is control and evaluation. It includes individual and group reports and their evaluation. The results can be presented in the form of diploma projects, term papers, abstracts, reports, diagrams, tables, oral reports, reports, etc. (depending on the discipline and specialty). The control of independent work can be carried out with the help of intermediate and final testing, writing written control papers in the audience, submitting reports, credits.

When studying each discipline, the organization of independent work should represent the unity of three interrelated forms:

1. Extracurricular independent work

Specific forms of extracurricular SRS can be very different, depending on the purpose, nature, discipline, volume of hours defined by the curriculum:

1. preparation for lectures, seminars, practical and laboratory classes;
2. abstracting articles, individual sections of monographs;
3. study of textbooks;
4. performance of control works;
5. writing thematic reports, abstracts and essays on problematic topics;
6. participation of students in the preparation of tests;
7. performing research and creative tasks;

8. writing term papers and theses;

9. creation of visual aids on the studied topics.

2. Classroom independent work, which is carried out under the direct supervision of the teacher.

Classroom independent work can be implemented during practical classes, seminars, laboratory practice and during lectures.

When reading a lecture course directly in the audience, it is advisable to control the assimilation of the material by the bulk of students by conducting a test control of knowledge, a survey of students.

In practical and seminar classes, the use of various forms of independent work makes the learning process more interesting and increases the activity of a significant part of students in the group.

3. Creative, including research work.

Independent work of students within the framework of the existing curricula involves independent work on each academic discipline included in the curriculum. The amount of independent work (in hours) is determined by the curriculum.

In the course of independent work, the student can use various forms of studying the material:

1. Master the theoretical material on the discipline being studied;

2. Consolidate the knowledge of theoretical material, using the necessary tools, in a practical way (solving problems, performing control work, self-test tests);

3. Apply the acquired knowledge and practical skills to analyze the situation and develop the right solution (preparation for a group discussion, prepared work within the framework of a business game, written analysis of a specific situation, project development, etc.);

4. use the acquired knowledge and skills to form your own position, (writing a final qualifying work, performing research work).

The listed opportunities for independent work should correspond to the available four ways of learning:

1. Learning as knowledge acquisition.

2. Formation of the student's understanding of the subject of study in the learning process. He can compare different ideas, form an idea of the development trend, the relationship of ideas, correlate these ideas with his own ideas.

3. The ability to apply the studied ideas, the ability, if necessary, to model them in accordance with their own context and find the most appropriate solutions.

4. Learning as personal development is an image of learning in which the student realizes himself as a part of the world he is studying, in which he is going to act. In this case, it is assumed that the student will change his context, develop his own theories and models.

IV. Discussion

For the effectiveness of independent work of students, it is necessary to fulfill a number of conditions:

1. The right combination of the volume of classroom and independent work;

2. Methodically correct organization of the student's work in and out of the classroom;
3. Providing the student with the necessary methodological materials in order to turn independent work into a creative process;
4. The organization of independent work control requires the teacher to implement a number of methodological recommendations.

When determining the scope and content of homework, it is necessary to take into account that the success and quality of homework by students are directly dependent on the quality of the lesson, on the level of the material learned. The teacher should carefully prepare homework assignments, be sure to diversify them by types of activities, by didactic goals, the nature of performance and the level of manifestation of cognitive activity of students. They can be a logical continuation of the work done in the classroom. A positive result is given by non-standard forms of organizing homework (extracurricular activities of students: conducting thematic excursions, conferences, Olympiads, competitions, production of educational and visual aids, group work)

It is necessary to change the types of students' activities during the lesson in 15-20 minutes, this is a guarantee of maintaining the attention and efficiency of students (auditory to visual perception, practical actions, notes, taking notes, conducting an experiment. During the preparation of the lesson, the variants of the sequence of elements of the structure and their set may be different. Individual elements of the lesson plan can be multivariate, because the plan is implemented differently in different groups and provides an individual approach to students.

Independent work completes the tasks of all types of academic work. No knowledge that is not supported by independent activity can become a genuine human asset. In addition, independent work has an educational value: it forms independence not only as a set of skills and abilities, but also as a character trait that plays an essential role in the personality structure of a modern highly qualified specialist.

Having analyzed all of the above, we can conclude that the volume and organizational forms of independent work of students are increasing. In reality, it is the increase in the share of independent work of students that leads to a decrease in the workload of the teacher.

Mastering the technology of pedagogical design is the most important condition for the effective organization of the process of formation of academic competencies. At the same time, it is important to take into account that not only the process itself is being designed, but also the environment in which it is carried out.

To design a process means, first of all, to design ways and means of implementing a given approach, since only solving problems of different levels of complexity contributes to the formation of competencies, i.e. readiness to apply knowledge in practice.

The content plays a system-forming role in the process of competence formation.

V. Conclusion

An important condition for the transformation of content into a system-forming factor is to focus the attention of teachers and students on the development of reflexive competencies. It is on this basis that the success of the formation of educational and cognitive competencies, readiness for the scientific organization of intellectual activity is ensured.

The most important means of ensuring the practical orientation of training is the independent work of students. The essence of independent work is not that the student performs tasks without the help of a teacher, but that he independently manages his own academic activities.

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