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САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ УНИВЕРСИТЕТА ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Данная статья рассматривает основные проблемы, возникающие при организации самостоятельной подготовки студентов нелингвистических специальностей в курсе обучения иноязычной коммуникации. Самостоятельная работа по иностранному языку в системе высшего профессионального образования рассматривается автором как инструмент, средство овладения системой профессиональных знаний, методами познавательной деятельности. Автором проанализированы теоретические подходы, отечественный и зарубежный опыт педагогической работы, изучены и структурированы методические и организационные аспекты данной проблемы. С учетом современных условий рассмотрены педагогические возможности сочетания традиционной и дистанционной форм организации самостоятельной работы студентов. На основе проведенных экспериментальных видов учебной работы выявлены оптимальные формы представления и организации учебного материала, направленные на развитие у студентов способностей креативного мышления, исследовательской работы с расширенным языковым материалом, независимой организации учебной деятельности, индивидуального подхода к выполнению учебных задач. В результате разработаны методологические требования и способы оптимизации самостоятельной учебной деятельности студентов вуза в новых условиях гибридной системы учебного процесса в вузе на основе зарубежного опыта и авторских исследований. Показана роль преподавателя в организации самостоятельной деятельности, персонализации языкового материала, стимуляции навыков его критического осмысления. Все представленные организационно-педагогические стратегии показали свою эффективность и могут быть реализованы в процессе лингвистической подготовки студентов вузов. Методологические основания могут послужить ориентирами в создании учебно-методических разработок.

Ключевые слова: самостоятельная работа студентов, гибридное обучение, организация методической поддержки, активные виды работы, расширенный языковой материал, критическое мышление, персонализация учебной работы, дистанционный контроль результатов обучения.

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Research Article

INDEPENDENT WORK OF UNIVERSITY STUDENTS IN LEARNING A FOREIGN LANGUAGE

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Abstract. The article considers the main problems that arise in the organization of independent training of students of non-linguistic specialties in the course of teaching foreign language communication. Independent work in foreign language training in the system of higher professional education is considered as a tool, a means of mastering the system of professional knowledge, methods of cognitive activity. The author has analysed theoretical approaches, Russian and foreign experience of pedagogic work. The methodological and organizational aspects of this problem were studied and structured. Taking into account modern conditions, the pedagogic possibilities of combining traditional and distance forms of organization of independent work of students are considered. Based on the conducted experimental types of training, the optimal forms of presentation and organization of educational material were identified, aimed at developing students' abilities of creative thinking, research work with extended language material, independent organization of educational activities, and the individual approach to the implementation of educational tasks. As a result, methodological requirements and methods for optimizing the independent learning activities of university students in the new conditions of the hybrid system of

the educational process at the university based on foreign experience and original research have been developed. The role of the teacher in the organization of independent activity, personalization of the language material, stimulation of the skills of its critical comprehension is shown. All presented organizational and pedagogic strategies have shown their effectiveness and can be implemented in the process of linguistic training of university students. Methodological grounds can serve as guidelines in the creation of educational and methodological developments.

Keywords: students' independent work, organizing methodological support, active types of work, extended language material, critical thinking, personalization of educational work, remote control of learning outcomes.

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Linguistic training, being an integral part of the higher education, deepens understanding the place and value of the profession in economic, scientific and technical development of the country, promotes expansion of professional outlook worldwide. Knowledge of language expands a framework of professional creativity, contributes to the development of students critical thinking and their independent understanding of their professional future [Broad:120].

Current needs for improving and optimizing educational processes set new demands to the organizational and methodological approaches to the students' linguistic training. Students acquire motivation to new competences connected with socializing worldwide by means of using foreign languages. At the same time, the students of non-linguistic specialties get limited amount of classroom work according to the curriculum. That requires considering highly efficient forms of organizing student's independent work.

Analysis of pedagogic studies show that the term «independent work» is understood as the various types of students' individual and group activities in the process of classroom and extracurricular classes [Balikoeva, Rubaeva: 3]. The concept of independent work, according to the researchers, includes the search of necessary information, acquisition of knowledge and its use for the solution of educational, scientific and professional tasks [Balçikanlı:98]. As it represents the activity that is aimed to the students' self-education, independent work involves the implementation of different tasks of educational, productive, research and self-educational character, acting as a means of mastering the system of professional knowledge, methods of cognitive and professional activity, and formation of skills of creative activity [Little: 148].

Independent work is also characterized by the students' personal interest and responsibility for the result [Bazhalkina:24]. According to some researchers (M.G. Moore, P. Benson, D. Little), the concept «independent work» is considered as the integrative ability of students providing the implementation and management of informative process directed to independent creation of a final educational product. Besides, the basis of independent work is composed of the organiza-

tional and pedagogical conditions aimed at self-development of the person in the course of new knowledge acquisition [Kamenskaia: 41].

We can also identify the following methodological requirements to the organization of students independent work aimed at the optimum efficiency outcome of the teaching process:

- the main emphasis is on the organization of active types of educational activities, the activity of students goes to the creative understanding of the proposed tasks;
- the relationship between the teacher and the students based on cooperation and co-creation, there is a psychological and practical readiness of the teacher for the fact of the individual identity of the “I-concept” of each student;
- a variety of stimulating, emotional-regulating, guiding and organizing methods of intervention (if necessary) of the teacher in the independent work of students is assumed;
- the teacher acts as a teacher-manager and director of training, ready to offer students the minimum necessary set of teaching aids, and not only transmits educational information;
- the student acts as a subject of activity along with the teacher, and the development of his individuality is considered as one of the main educational goals;
- educational materials are used as a means of organizing educational activities, and not as a goal of learning [Bochkareva, Krapivina: 37].

The surveys we conducted among students showed dissatisfaction with the format and organization of tasks for independent work. Basically, these are tasks for mechanical learning of vocabulary, performing grammar exercises, memorizing ready-made topics. Such tasks are characterized by the students as boring and demotivating.

Teaching practice at the Orenburg State University shows the efficiency of the so-called hybrid form of education implying the combination of traditional and remote organization of students' independent work.

Based on theoretical approaches and practical experimental work with the students of economic and law faculties of the Orenburg State University, we tried to identify the most generalized effective proven forms of organizing students' independent work in modern conditions:

1. Organization of independent work based on specially developed educational and methodological support, including comments, explanations, training exercises and verification keys. Thus, a large amount of training work and mechanical language practice (drill) is shifted from the classroom hours and allows you to make a self-test of the quality of assimilation. The use of tests in independent work of students is very effective. In this case, the student himself checks his knowledge. Without immediately answering the test task, the student receives a hint explaining the logic of the task and performs it a second time. It should also be noted that automated teaching and learning-controlling systems are increasingly penetrating into the educational process, which allow the student to independently study a particular discipline and at the same time control the level of assimilation of the material.

2. Organization of the preparatory stage of studying the section based on an independent search for relevant additional material, illustrations, photos, articles, Internet links, and realities. In particular, if the theme under study allows you to personalize the language context and adapt the educational material.

As an example of the implementation of such a form, we can cite the experience of working on the communicative theme "My City". First-year students were offered a basic text on this topic. After studying it, the task was given to supplement it with their personal impressions, to tell about their favorite places in the city, to find and present in English interesting facts about their hometown. Thus, Usynina Anastasia provided the answer: "My favorite sites of the city are: Sovetskaya Street, National village and pedestrian bridge from Europe to Asia. Remarkable facts about Orenburg are: in Soviet times Orenburg was called Chkalov for almost 20 years in honor of a test pilot who had never been to this city. Orenburg is known throughout Russia and beyond its borders for its downy shawls, woven from the down of a special breed of goats. The Orenburg region and its capital are inhabited by representatives of more than a hundred ethnic groups."

It is important to note that this form of self-study was introduced within the distance learning format successfully tested at OSU on the basis of the MOODLE platform.

3. Organization of an expanded range of independent types of work based on modern technologies. Here you can use electronic and audio books, radio and TV programs and songs. Student cognitive interests in learning a foreign language go beyond the educational and methodological support. The teacher should encourage their interest in the language outside of the curriculum and help organize reading, listening and watching videos in their free time. This process can also be accompanied by the selection of extended vocabulary.

4. Organization of research independent work. Allows you to stimulate the ability of students to draw conclusions about linguistic phenomena based on an independent analysis of the material (oral presentation, essay).

5. Organization of independent work based on real situations of communication. Various kinds of Internet technologies serve as technological support in this communication: friendly "chats", social networks, interest groups, forums, blogs and other online communities, which is especially important in a monolingual environment. It is important to organize tasks for the exchange of views and interests, the experience of such communication. Chat platforms used for educational purposes open up new opportunities in teaching a foreign language. Using chat and voice, you can:

- participate in group activities and conduct individual work online;

- discuss topics with a guest representative of another country who is competent in a particular field of scientific or professional knowledge;

- offer radically new, non-standard tasks. For example, to establish the first language contact between a student and a native speaker, by setting the parameters of the desired interlocutor, offer: "Using the program, find an interlocutor in any country; find out his name, professional interests, tell him about yourself, etc.";

- the function of archiving the text of the chat allows, after the end of communication, to analyze the chat log in terms of grammar, vocabulary, punctuation, style, speech errors and, on this basis, to build new types of tasks.

Such types of educational and communicative activities in real time help in mastering general and professional vocabulary develop independent work skills, increase motivation and interest in a foreign language. Students can receive assignments and communication skills online; communicate with foreign-speaking interlocutors at home.

6. Organization of project independent work. It can be implemented both in a group and in an individual format; it can have a different duration (week, module or semester). It can be based both on the material of the main curriculum, and on personal, professional, group, regional interests. Project independent work must be guided in terms of finding sources of material, as well as regularly monitoring the completed stages. As the outcome, the project may be a significant product.

Let us give an example of the practical implementation of the project form of independent work. Upon completion of studying a separate chapter (or several chapters) of the textbook "English for Managers", Master's students majoring in "Economics of the Company" were given the task to prepare a presentation on the topic based on the material of one of the companies in Orenburg. The economic activities

of such enterprises as Orenburggazprom, Zhivaya Voda, Alex Service, etc. were analyzed.

Preparation for the presentation included the following stages: study of theoretical sections (“Types of organizations”, “Management system in an organization”, “Economic potential”, etc.); collection and analysis of information about the company in accordance with the studied sections; conclusions about the activities of the organization in accordance with the problem; making a presentation (Power Point); presentation; subsequent group discussion; summary assessment of the teacher. English was used as the working language at each stage.

When organizing the preparation of the presentation on a professional problem, the search principle of educational activity is of particular importance. This principle involves independent research activities, modeling the process of a real scientific research. Problem-search methods of project work showed particular effectiveness in the independent work of Master’s students, high motivation on the part of the project participants was noted.

All these organizational and teaching strategies have demonstrated their effectiveness within the framework of hybrid education and can be implemented in the process of linguistic training of university students. The teaching practice shows that it is essential to pay attention to development of abilities of self-obtaining the knowledge, of self-improving the communication skills, which allows using it creatively. In the course of formation of these abilities, the organization of independent work of students can provide students orientation on effective achievement of both professional and global universal tasks.

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