



Organizing Students' Independent Work In Teaching Foreign Languages

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ABSTRACT

In this article, based on the analyzes available in modern psychological-pedagogical literature and scientific publications, recommendations were developed for the development of technology for organizing independent work of students in the subjects of teaching foreign languages. Since two subjects are involved in this process: the teacher and the student, we consider it appropriate to develop an algorithm for each activity. For teachers, we identified the following main stages: informational, operational, feedback, and control stage. Algorithm of student activity: understanding and understanding of the task, work planning, direct activity, self-control, self-esteem, self-awareness. The article presents examples of the use of different forms of organizing students' independent work: individual, group as an example of the subject "Integrated course of teaching foreign languages"

Keywords:

Independent work of students, forms, and types of independent education, organization of independent work of students at the university, an algorithm for each activity, teaching foreign languages, the technology of organizing independent work of students from subjects, and psychological factors.

Introduction

Following the requirements related to the student's independent work, the syllabus of each subject shows its content, types, the number of hours allocated for the performance of specific tasks, and forms of control. Independent work includes supervision, abstract, completion of the course and undergraduate work, and preparation for tests and exams by students. Based on the above, the problem of organizing students' independent work becomes urgent [1,2,3,4].

Through independent work in our scientific research, we understand the form of organization and implementation of students' conscious, knowing, knowing activities in the educational process. We believe that its technological and digital organization is necessary to manage these processes [5,6,7].

Methodology

In scientific and pedagogical literature, two levels of independent work are distinguished: independent work of a student guided by a teacher and independent work of a student without the participation of a teacher. We divide into four types:

- 1) independent work in the audience;
- 2) independent work outside the classroom under the guidance of a teacher;
- 3) independent works performed outside the auditorium;
- 4) independent works performed without the participation of the teacher.

We agree with E.V. Sherbakova. She said that independent work should be planned by the teacher and carried out with his methodical guidance, but without direct participation [10]. Since we consider the independent work of students as a system, it is necessary to distinguish its components. I.V. George distinguished motivational, organizational,

reflexive, executive, and control components in his research. It also defined requirements for the level of knowledge, skills, competencies, and personal qualities of students required for each component [8-10]. This study, in our opinion, fully reveals the components of independent work.

The problem of rational organization of independent work is not being solved and it requires the development of technology. Since two subjects are involved in this process: the teacher and the student, it is appropriate to develop an activity algorithm for each.

We fully share T.V.'s point of view. According to Kucherova, the main goal of the teacher is to teach the student to acquire knowledge, and for this, it is necessary to create conditions that help to open and develop his knowledge.

We highlight the following main stages in the algorithm of the teacher's activity in organizing the student's independent work:

- 1) information;
- 2) operating room;
- 3) the feedback stage is carried out in the form of indicative instructions from the teacher;
- 4) control.

The task of the teacher is to roughly allocate the time allocated for independent study of the subject or to complete the subject assignment and to set specific recommendations for their implementation. This requires a creative approach from the teacher [11-17].

It should be remembered that the implementation of the control phase is of great importance. Very few students do independent work if they know in advance that no one will check students' independent work. Monitoring and evaluation of independent work results include two components: self-monitoring and student self-evaluation and teacher's control (evaluation).

Independent work is designed to teach students to independently apply the accumulated knowledge and experience, manage the process of self-education, and organize their own activities. In addition, it forms the formation of working skills and intellectual competencies in the scientific and informational environment [3,18].

Since the implementation of independent work involves the process of self-organization, it is important to algorithmize student activities to increase their effectiveness. We propose the following algorithm:

- 1) awareness and understanding of the task;
- 2) work planning;
- 3) direct activity;
- 4) self-control;
- 5) self-esteem;
- 6) introspection.

Independent work can be carried out individually or in groups of students, depending on the purpose, tasks, size, complexity of the task, and the level of knowledge and skills of students. It is impossible to determine the degree of significance of a particular form. Practice shows that sometimes the difficulties that arise in the individual work process are overcome by the "brainstorming" method. Group work, for example, in student scientific societies, consists of the individual achievements of each of its members.

T.I. In her work, Novichikhina notes that several conditions must be met in order to effectively organize the independent work of students:

- readiness of students for independent actions;
- the existence of a motive for learning;
- the availability of the necessary educational, scientific, teaching-methodical and references and the possibility of their use;
- the system of regular control of the quality of the performed works;
- availability of teachers' advice [8,19].

We consider it expedient to take into account all the above conditions when organizing the independent work of students during the teaching of foreign language subjects, in particular, the "Integrated Course of Foreign Language Teaching" subject.

The choice of educational material is of great importance for the effective organization of independent work of students. Tasks should be selected taking into account practical use in the future profession. It is necessary for the teacher to take into account the content of

subjects, the level of theoretical preparation of students, the availability of educational literature in the library fund, and the specific characteristics of the professional activity of teaching foreign languages. Properly organized independent work stimulates interest, activity, and mental activity. Let's consider this in the topic "Psychological factors in learning a foreign language". The peculiarity of studying this topic is that there is no time for lectures, students should prepare independently. In this regard, according to the syllabus of the subject, in order to master such a subject, students should read the following educational literature: the psychology of students, psychological factors in mastering, psychological problems in mastering, and pedagogical psychology.

During the practical lesson, students give lectures, answer questions, and summarize their presentations. Practice shows that independent work teaches students to think effectively, express their opinions, and confidently defend their positions. At the same time, it is important to establish a harmonious dialogue between the teacher and students, which has a positive effect on the formation of the future specialist's personality [9].

The importance of independent work is increasing today when readiness for self-education has become an integral feature of professional skills in learning a foreign language.

To increase students' interest, not only individual but also group creative tasks are offered, which are performed in the auditorium under the guidance of the teacher. For example, they should find a solution to the psychological problems of learning a foreign language introduced in the same topic.

At the discretion of the teacher, students may be offered some tasks to complete independently. Because the formation of professional training in teaching foreign languages depends not only on the creative orientation of the educational process but also on the level of individualization. This law forms the basis of the strategy and tactics of an individual creative approach, the main goal of which is to create conditions for the self-

awareness of the student and the development of his creative abilities. The personal creative approach is related to the formation of the foundations of professional thinking based on the ability to analyze, correct, and independently improve one's work. For example, the following tasks can be offered on this topic: Analyze the psychological problems of students, students, and language learners in their environment.

The driving force of the student's independent work is the motivation of the organized activity, which is manifested in the desire for personal reflective professionalism, and self-realization [2].

Tasks of practical importance are performed with great interest. For example: studying the psychological factors in the personal environment of language learners.

The formation of research skills of future foreign language teachers is inextricably linked with the development of independence. In this regard, essay topics have been developed for each subject of subject, for the implementation of which the student can earn extra points or make up a lesson missed for no good reason. On the topic "Psychological factors in foreign language acquisition", students can write essays on the following topics: Social-psychological factors in language acquisition by language learners and ways to overcome them. Interaction of social environment in learning foreign languages. Eliminating the factors that constitute a socio-psychological problem.

Work experience shows that with the proper organization of independent work, all students can complete tasks. Sometimes the results of their work are surprising. That is why we assign an important place to the independent work of students in the training of future foreign language teachers.

In the course of our research, we came to the conclusion that the following conditions should be observed in order to effectively organize the independent work of future foreign language teachers in the subject "Integrated course of teaching foreign languages":

- creation of a favourable educational environment to support the initiative and independence of students;

- active use of all types of independent education: independent work in the classroom, independent work outside the classroom under the guidance of the teacher, and independent work outside the classroom without the participation of the teacher;
- implementation of all the main stages of organizing the student's independent work by the teacher;
- algorithmization of the student's activity in performing independent work;
- giving incentives and motivation to students in doing independent work;
- organization of independent work directed at students;

When assigning independent work topics, giving tasks aimed at finding solutions to problems focused on the interests of students helps to perform independent work in a high-quality way. In addition to the fact that students are interested in doing this type of independent work, they do it with great interest.

Conclusion

Thus, in the organization of independent work in any subject, it is aimed at the interests of students, scientific, creative, and problematic assignments, providing students with resources on the subject, in addition to the quality of completed independent work, the specialization of future employees causes them to acquire deep knowledge and skills.

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