THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS IN MASTERING A FOREIGN LANGUAGE

Tetiana Bierkutova
Associate Professor of Foreign Languages Department of National Technical University “KhPI”

Viktoriia Vrakina
Associate Professor of Foreign Languages Department of National Technical University “KhPI”

Yevgeniia Tanko
PhD, Associate Professor of Foreign Languages Department of National Technical University “KhPI”

UKRAINE

The article provides scientific justification of the process of organizing students’ independent work in mastering a foreign language. The attention is drawn to the fact that a productive independent educational activity of students is the basis of successful educational process. The article substantiates the idea of the need in different approaches to organizing independent work in a foreign language, which is primarily focused on the personality of the student. Particular attention is paid to the role of the teacher in organizing the process of independent work.

In recent years, in the process of teaching a foreign language, much attention has been paid to the organization of independent work. The key to a successful educational process in the field of a foreign language is competently organized independent work of students. Productive independent work of students becomes important in teaching a foreign language. The role of the teacher is to correctly direct the cognitive activity of students, which they perform independently.

The analysis of scientific sources on the content and organization of the process of teaching a foreign language in universities confirms the idea that independent work is an invariant structural version of a single teaching foreign language complex. The main task of any university is to prepare specialists for independent practical activities. The process of learning at university is increasingly based on the independent and creative activity of students. According to Simon Borg, it involves learners in having the freedom and/or ability to make choices and decisions [1]. Independent work is a type of educational activity performed by students both under the guidance of the teacher and without direct guidance from the teacher during independent preparation and participation in various extracurricular activities. In recent years, independent work is an indispensable part of the learning process, which is specially planned and provides, first of all, individual work of students in accordance with the installation of a teacher’s instructions or training program.

In modern methodological literature, the independent work of students is considered, on the one hand, as a type of educational activity that is carried out without the direct participation of the teacher, but under his guidance, and on the other hand, as a means of involving students in independent cognitive activity. Independent work of students in teaching a foreign language will be successful only if it is planned in advance, is an integral part of the educational process, is organized systematically. The huge role in organizing independent work belongs, naturally, to the teacher, since he must correctly determine the content and volume of the material...
for independent work. When planning independent work, it is necessary to proceed from the leading methodological position, which is substantiated in the methodological literature: during independent work the main functions of training are carried out - consolidating knowledge and processing them into sustainable skills.

The independent work of students is especially important when teaching foreign languages, since students are provided with training materials that need to be memorized, analyzed, fixed, and this becomes possible only in conditions of independent work. When teaching foreign languages, there are training materials that can be learnt in class when working in pairs, in groups, or in the process of students' individual work. How effectively independent work of students will be carried out in the audience and outside it, primarily depends on the organization of this work by the teacher. The teacher's task is to organize the work of students in such a way as to ensure active independent activity of students, to create conditions for their self-expression and self-development [1]. The effectiveness of independent work depends on the following factors: 1) Classroom work is built by the teacher in accordance with regulatory documents. 2) The ongoing activity is motivated. 3) Students have the ability to learn. 4) Formation of students' educational competence as a methodology of independent study of a foreign language. 5) The presence of students practically acquired knowledge, skills, abilities. 6) Students have the skills of self-educational activity. Thus, the learner acts as an independent subject of educational activity, and also as an independent user of a foreign language. Autonomy, basically, involves learners taking more control over their learning [2]. The allocation of productive learning activities as a purpose and principle of foreign language teaching also means that along with communicative competence, a required component of the learning content is the learning competence as the ability to independent, autonomous learning of foreign language that provides the conditions for its creative use. In modern foreign language teaching there is a necessity in a different approach to the organization of independent work that needs to be focused on the learner, on his initiative, on the development of his creative potential in productive learning activities. In the modern concept of teaching/learning a foreign language a key category is the linguistic personality, secondary linguistic personality [3, p.312]. An important quality of a language personality is the ability and willingness to carry out independent and informed study of a foreign language. The priority role of the student in independent work does not reduce the role of the teacher, but rather makes it more difficult, increases the demands to him as an organizer of this process. The teacher's task is to correctly guide and organize cognitive activity of students, which they perform independently. That is, the teacher needs to create a development situation that provides the student with freedom and responsibility in choosing and making decisions, independence of actions in solving educational problems, combined with taking responsibility for the result. The main task of the teacher is to form the need and culture of the student for independent productive educational and cognitive activity, that is, to teach students to learn.

The scientific justification of the process of organizing students' independent work in the process of mastering a foreign language is determined by the following:
- axiomatic nature of independent work as an invariant component of a single set of classroom and extracurricular classes in a foreign language;
- the specifics of a foreign language in any pedagogical system as the goals and means of education and training;
- in the course of independent work, the main functions of training are carried out:
  - consolidation of knowledge and their processing into sustainable abilities;
  - linguistic personality of the student is formed mainly in the process of his independent mastering foreign language knowledge in the course of independent work.
References:


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АКТУАЛЬНІСТЬ ЗАСТОСУВАННЯ ТЕСТІВ МНОЖИННОГО ВИБОРУ ПРИ ФОРМУВАННІ ЛЕКСИЧНИХ КОМПЕТЕНТНОСТЕЙ ЗДОБУВАЧІВ ОСВІТИ ВНЗ У УМОВАХ СЬОГОДЕННЯ

ORCID ID: 0000-0002-1532-4521 Гуменюк-Чаус Ю.К. студентка освітньо-кваліфікаційного рівня магістerta факультету іноземних мов Вінницький Державний педагогічний університет ім.М.Коцюбинського

ORCID ID: 0000-0003-4645-6145 Яцишин О.М. кандидат педагогічних наук, доцент Вінницький Державний педагогічний університет ім.М.Коцюбинського

УКРАЇНА

В умовах активного впровадження в педагогічно-викладацьку роботу дистанційної форми навчання спричиненим пандемією COVID-19 актуальним стає впровадження тестів множинного вибору як в загальну педагогічно-викладацьку роботу так і для контролю формування лексичних компетентностей здобувачів освіти ВНЗ безпосередньо. Тестування як форма контролю та діагностики знань студентів має неаби які переваги над іншими формами контролю знань та умінь, зокрема можливість охоплення великого обсягу матеріалу[1]. Автоматизована педагогічна діагностика на основі використання засобів інформаційно-комп’ютерної техніки дозволяє значно спростити та підвищити ефективність реалізації функцій контролю та відкриває широкі горизонти реалізації діагностично-коректуючої функції контролю завдяки високій інформативності результатів[2]. К. Інгенкамп у своїй праці «Педагогічна діагностика» дає таке визначення поняттю тестування: «Тестування – це метод педагогічної діагностики, за допомогою якого вибірка поведінки, що репрезентує передумови чи результати навчального процесу, повинна максимально відповідати принципам співставлення, об’єктивності, надійності та валідності вимірювань, повинна пройти опрацювання та інтерпретацію та бути готовою до використання в педагогічній практиці» [3]. У вузькому розумінні тестовий контроль позначає використання й проведення тесту, а в широкому – сукупність етапів планування, складання й випробування тестів, обробки та інтерпретації результатів проведення тесту. Виділяють два основних типи очікуваної відповіді: вибіркову та конструйовану. Кожне тестове завдання складається з інструкції, зразка виконання (іноді може бути відсутнім), матеріалу, що подається тестованому та очікуваної відповіді, яка планується розробником тесту як еталон/ключ. В рамках навчання іноземної мови, в залежності від