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**PLANNING OF STUDENTS' INDEPENDENT WORK:  
RECOMMENDATIONS FOR BEGINNING TEACHER**

V. S. Kurylo, H. P. Shchuka

Planning of Students' Independent Work: Recommendations for Beginning Teacher

The article actualizes importance of effective organization of independent work of students as the main factor that ensures the success of their future profession. It is noted that teacher beginners have some difficulties in planning of independent work of students. This is because the problem is not sufficiently covered in the scientific literature and teacher beginners have no own teaching experience.

The author recommends to organize the independent student's work of a particular discipline as follows. First, make a plan, identify the following steps and describe each of them: studying documentation; determination of its scope, goals and objectives, establishing the list of topics for independent work and the list of competencies that must be formed during this period; definition of necessary time for implementation each type of independent work by the student, developing of the necessary instructions and split-level tasks; determination of the criteria for their evaluation, development of control system, determining the number of mandatory and additional educational literature, designing relevant elements of the scientific methodical complex.

*Keywords:* independent work of students, planning, educational process

The task of higher education, according to the requirements of modern society is preparing qualified specialist, who is able to adapt quickly to changes in the professional environment; constantly renew, acquire and generate new knowledge, apply them in practice; navigate the increasing flow of information; self-critically creatively think; work in different teams; actions to achieve the goals, etc.

Competence, discipline, responsibility, independence, purposefulness, good organization, communicability – these are the most important characteristics of future specialist. These characteristics are largely formed in the process of self-independent

activity. However, in practice, most of the teachers organize the independent work of students carelessly: on the one hand, they do not receive adequate financial compensation, on the other – do not know the methods of organization. Especially in difficult situations are teacher beginners, because they do not have sufficient teaching experience, which would allow them to solve problems intuitively, as more experienced colleagues have.

It should be noted, that the problem of independent work in didactics is not new. The problem was studied by E. Belkin, E. Holland, B. Yesipov, R. Lemberg, I. Lerner, O. Nilsson, I. Unt, P. Pidkasystyy and by other scientists. However, the management of students' independent work today is one that least studied. The main problems that arise in the process of preparing future professionals and require deep, thorough study are: the definition of the volume of independent work, the formation of needs to work independently; structure, methods and techniques of rational organization of independent work of students and others.

Clearly, the answer to these questions involves a series of thorough research, we will only define the main points in this article, which should pay attention to the teacher at the start of planning independent work within a particular discipline.

Due to the fact the term "independent work " is defined by scientists in different ways: as a form of training, a specific type of teaching and learning activities (R. Nazimov, I. Kharlamov, S. Goncharenko), didactic teaching tool (P. Pidkasystyy), etc., just note, that the independent work of students, we understand as a form of individual or group learning activities of students, which is controlled indirectly by the teacher and carried out in accordance with the training program in a specially designated time to obtain a specific result.

Planning students' independent work must begin with an examination of the documentation, clarifying the objectives of its implementation. According to it, first of all, it is necessary to set the amount of hours that after a curriculum are taken with audience and independent work of students. It must be remembered, that the curriculum

specifies the maximum amount of workload, because, despite the current practice, the teacher must maintain this standard and not overload the student.

Then, if discipline is normative, the teacher must analyze the program recommended by the Educational Commission and select the topic of discipline (or specific issues) for independent study. For this purpose, it is advisable to present course material in the form of “fundamental tree”. Trunk and major branches of this tree make up the basic theoretical principles of the discipline. It should be viewed in class. Further, large branches are divided into smaller ones – it is secondary information. It details, enhances, extends the basic theoretical principles, and can be studied by students themselves.

The most difficult material from this list should be considered in seminars and workshops. If the material is very well represented in educational literature and does not cause considerable complications at mastering, it can be directly used in the control works, test or examination.

To determine the topics for independent study, students should be guided by the following requirements:

- this material must be submitted in sufficient quantity in educational literature and be available to the student;
- presentation of the material in the textbook or the manual must be complete, clear, accessible, be with examples;
- material should deepen, refine the information obtained in the lecture;
- material must specify the overview of concepts and definitions that have been learned;
- material should provide the work of organizing and understanding of educational information.

Therefore, the teacher should be clear on sequence of new information that develops by students in the process of studying the discipline.

If there is no normative discipline program or maintenance of discipline defined by a teacher, it is very difficult to do. This is a quite important task, because it is necessary to “fit” this discipline in education and training. So we need to avoid duplication of training material to achieve educational goals in accordance with the curriculum. Mostly, teacher beginners do not do it, so we will not stop at this too.

At this level, it is important to identify interdisciplinary connections of “your” educational course. Educational and vocational training programs for future specialists constructed so, that the course material is taught successively and becomes more difficult with each passing year of study. Based on the foregoing, the information is duplicated and available in several courses from different perspectives. Therefore, it is necessary to allocate these topics, determine the timing and volume of study for each discipline and together with teachers of these subjects to determine the best way to explore themes. In addition, it is necessary to identify basic theoretical principles that make the groundwork for further study, in order to give them more attention, with colleagues, who teach other courses of the educational process

Teachers make typical mistake at the start of their activity. It is the orientation of independent work of students only on increasing of their theoretical knowledge. Remember, that general and specific professional competence should be formed by studying each discipline. This competence determined by qualification characteristic of a specialist. Students studying a particular discipline, should acquire professional competence, which depends on the objectives and content of the discipline. Most of the teachers do not pay enough attention to the formation of general, academic, research competencies. But the main problem of high school is to teach students to learn. Therefore, it is necessary to determine what general competencies must be formed by the student, who studies particular discipline for this period.

When the teacher gets a list of general and professional competencies, acquired by the student, he defines what kinds of themes, can provide formation of these competences, what kinds of occupations and shapes can provide optimal results, how

long it takes for this kind of work, how to be evaluated its result. All this adds to the work program of the course.

It is important to pay special attention to the definition of time, that students spend for study. It is an interval of time for all kinds of independent work, it includes studying lecture notes, preparing for seminars or practical lesson and modular control work. Unfortunately, these estimates are made approximately, because there are no method recommendations scientifically based. Teacher beginners overestimate the importance of the discipline they teach, believe that they look more impressive if they give a significant amount of different tasks. So, we have overloading of students, as a result. In response, students perform only some of the work at all or do nothing.

According to my own experience, I can point out, that the amount of educational material for one hour of individual work should not exceed the amount of the material that the teacher gives for one hour of lecture. It is expedient to give no more than 20 pages of technical text for two hours of independent work.

So, you can calculate how much time is necessary for training seminars, essay writing, etc. However, this figure is approximate, because students have different level of educational competencies.

There is another problem in the process of independent work of students – their excessive workload at the end of the semester. To avoid this, it is necessary to allocate tasks for independent work evenly throughout the semester and predefine point of intermediate and final control. It is desirable to evaluate the results of independent work immediately, but at the end of the semester just sums up the results.

At this level, the teacher should also consider the ways to motivate students and stimulate them. When the teacher summarizes the current performance indicators, he must include the results of independent work, such as an essay, report, etc. The teacher can also use additional scores in evaluation system and propose the questions for independent work in modular tests, etc. Teacher independently, according to his own

opinion, evaluates the systematic work of the student. The scores should motivate students to further study.

The teacher must determine the types of independent work and time on their fulfillment in accordance with the objectives of the discipline. After that he has to do instructions and algorithms for performance of various types of work. At this stage you should get acquainted with educational literature that is available.

In practice, very often, required manuals are not available. Training materials, that are available, do not help in the organization of independent work of students and give only a content of educational material. Regulations, laws and conclusions are submitted in finished form, and only require learning. There are a limited number of tasks for independent work, comparison, generalization, etc. Consequently, the teacher must independently compose necessary tasks, questions, tests, instructions and more.

It is advisable to read the educational literature of other disciplines to reduce the scope of this work. These are requirements of writing essays, term papers, reports, recommendations of epitomizing of primary sources, make a reference list, etc. All this is repeated and can be successfully used. It is very good to have the uniform requirements for implementation and design of all types of works in the Department of University.

There is no universal method of constructing tasks, because the disciplines of different cycles, have different learning objectives and content. So, it is recommended to present all three kinds of tasks (practical, the task of finding information and creative task). They can cover three levels of teaching and learning: reproductive, reconstructive and creative.

Independent work of reproductive (training) level, involves works according to the sample. This includes: writing lectures, filling spreadsheets, tasks solving, etc. All data and method of assignment must be submitted in the task or in the relevant instruction. Student's learning activity includes: knowledge, understanding, and memorization. As a result, we build up knowledge-copies and knowledge to solve

common tasks. The purpose of these works - consolidation of knowledge, development of relevant skills in educational complex of modulus.

Reconstructive level includes transformation of the structure and content of the assimilated earlier educational information, analysis of different ways of doing tasks, choice of the most correct ways, etc. To solve the tasks, which differ from the sample and require of inductive or deductive methods, students must apply the acquired knowledge. This is cognitive activity, which involves the drawing of plans, thesis, abstracts, schemes, diagrams, writing essays, reports and more.

Independent work at creative (search) level includes the application of acquired knowledge in solving non-standard tasks in completely new situations and helps to deeply penetrate into the essence of the matter, establishes new links and relations, generates new information, based on previously learned experience and creates a hypothetical analog thinking. Creative tasks of this type include analysis of the problem situation and search for its solution. This is the implementation of course projects, scientific research.

Preparing tasks for independent work it is necessary to take into account a few important moments:

- package of tasks should include all types of tasks and the student must know the methods of solution of these tasks for successful passing exams;
- it is necessary to have minimum tasks for all students, and to envisage more difficult tasks for more prepared of them;
- tasks must be related to future professional activity, to direct students for solving of specific practical problems;
- it is important, understanding of the significance and usefulness of tasks by students.

So, the technology of composing the tasks must demonstrate content of the discipline, accordingly to its objectives, must include different types and levels of learning activities of students. Tasks should be built in such way, that the student would

understand not only what he has to do, but the way how he has to do it. Preparing tasks, it is advisable to develop the plans for the practical exercises.

After that, we have to design the control system and determine criteria for evaluation of the proposed tasks. It is necessary to conduct a thorough selection of controls, to determine its stages (point of intermediate and final control) and reporting forms, develop individual forms of control. It is also important to schedule consultations, to determine the possibility and conditions for a retake of bad results etc.

The control system of independent work, based on the logic, provides uniform load of teachers and students throughout the semester, and enables timely identify weaknesses and make the necessary adjustments.

Criteria for evaluation of the results of independent work are different not only for different types of work, but also for one type of work in various courses. Among these criteria are:

- level of mastering of educational material by a student;
- level of student's skills to use theoretical knowledge in the practical tasks;
- level of the student's abilities for active use information resources, find information, learn it and apply in practice;
- level of general and professional competence;
- validity and clarity of response;
- execution of work in accordance with the requirements;
- the ability to set forth the problem clearly, to propose its decision, critically evaluate this decision and its consequences;
- the ability to display and analyze options;
- the ability to generate position, evaluation and to substantiate this evaluation.

At the end of planning of independent student's work, we have to form list of main and additional literature. It is necessary to study all available literature before starting creation of educational course, but it's better to choose the best materials for students at the end of this process.



It is necessary to add the regulatory acts, which dictate the content of the course to the list of literature that is mandatory to study. It is clear, that textbooks with the vulture of the Ministry of Education and Science of Ukraine, should be included in the list too. All the other books and tutorials are selected, because they reveal the content of the course more fully and don't exceed the time, allocated to the independent work of students within this discipline. Literature that is mandatory to study, must be learnt by all students.

A list of additional literature which is designed for students, who have higher levels of educational competencies, can include journals, monographs, conference material, etc.

It should be noted that very often periodicals, especially Internet resources provide populist and unscientific information, frequently this information is untrue. Therefore, the teacher must thoroughly review the information before recommending it to students, especially in the first year of study. At senior courses, they will be able to distinguish biased data.

It is clear, that additional literature is not mandatory and the work with it should give extra points for evaluation of student, increase his educational rating.

The teacher must develop and write respective elements of scientific methodological complex and it is the end of organization of independent work of students. Scientific methodological support of independent work provides lecture notes, electronic textbooks, tutorials, training programs, educational handout, etc.

Sometimes the teacher beginners (among teachers with experience it occurs much less frequently) refuse to give students their own texts of lectures, because it is their intellectual property according to their opinion. We are deeply convinced that this is not entirely correct. Teacher's lectures in the first years of his activity are only adapted materials from other textbooks, this is in the best and at the worst, they are copies of these textbooks. That's why it isn't an intellectual property. If the teacher insists, it's

necessary to arrange the lectures in certain ways. In any case, the students, especially of distance learning, should have access to the texts of lectures.

Therefore, preparation of the lecturer to control students' independent work, starts long before of the beginning of the semester and envisages determination volume, purpose and objectives, the selection of the topics for independent work and the enumeration of competences, which must be formed during this period. Preparation of the lecturer also includes: determination of expenses of time for each type of independent work, the development of the necessary instructions and split-level tasks; determination of the criteria for their evaluation, development of control systems, determination of number of mandatory and additional literature and registration of relevant elements of scientific methodological complex.

It is clear, that the volume of the article does not allow to stop at each stage in detail. Outside of our attention is main and final stages of organization of independent student's work, it's will be subject of our further research.

Курило В. С., Щука Г. П.

Планування самостійної роботи студентів: рекомендації викладачу-початківцю

У статті актуалізується важливість ефективної організації самостійної роботи студентів як головного фактора, який забезпечує успішність їхньої подальшої професійної діяльності. Відзначається, що викладачі-початківці мають певні ускладнення в процесі планування самостійної роботи студентів, що пов'язано з недостатнім рівнем висвітлення цієї проблеми в науковій літературі та відсутністю власного педагогічного досвіду.

Автор рекомендує організацію самостійної роботи студентів з конкретної дисципліни починати з процесу планування, виділяючи в ньому наступні етапи і характеризуючи кожен з них: вивчення документації; визначення її обсягу, мети і завдань, встановлення переліку тем, які будуть виноситися на самостійну роботу та переліку компетентностей, які мають бути сформовані у цей період; визначення затрат часу студента на виконання кожного виду самостійної роботи, розробку необхідних інструкцій та різномісних завдань; визначення критеріїв їх оцінювання, розробку системи контролю, визначення переліку обов'язкової для вивчення та додаткової літератури, оформлення відповідних елементів НМК.

Ключові слова: самостійна робота студентів, планування, навчальний процес

Курило В. С., Щука Г. П.

Планирование самостоятельной работы студентов: рекомендации преподавателю-новичку

В статье актуализируется важность эффективной организации самостоятельной работы студентов как главного фактора, обеспечивающего успешность их дальнейшей профессиональной деятельности. Отмечается, что начинающие преподаватели имеют определенные затруднения в процессе планирования самостоятельной работы студентов, что связано с недостаточным уровнем освещения этой проблемы в научной литературе и отсутствием собственного педагогического опыта.

Автор рекомендует организацию самостоятельной работы студентов по конкретной дисциплине начинать с процесса планирования, выделяя в нем следующие этапы и характеризуя каждый из них: изучение документации; определение ее объема, целей и задач, установление перечня тем, которые будут выноситься на самостоятельную работу и перечень компетентностей, которые должны быть сформированы в этот период; определение затрат времени студента на выполнение каждого вида самостоятельной работы, разработку необходимых инструкций и разноуровневых задач; определение критериев их оценивания, разработку системы контроля, определение перечня обязательной для изучения и дополнительной литературы, оформление соответствующих элементов НМК.

*Ключевые слова:* самостоятельная работа студентов, планирование, учебный процесс

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