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**TENDENCIES OF ORGANIZATION OF STUDENTS' INDEPENDENT WORK
IN ENGLISH**

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Tendencies of Organization of Students' Independent Work in English

The article reveals tendencies in organization of students' independent work and the relevant renovation of the subject content, exposing priorities of human and national values, democratization and personality-centered learning, education quality assurance. At the same time it presupposes implementation of effective educational technologies, methods, forms, means of independent educational activities.

Key words: students' independent work, agent of educational activity, humanization, democratization, forms, methods and means of independent work.

Designing of higher education system and reviewing priorities in its construction are revealed firstly in successful organization of students' individual work, in control of their self-learning, self-education, self-development. The revealed possibilities of student's individual learning of the material and doing assignments show the changing role of the teacher as it comes to adapting the content of information to students' peculiarities and the future performance.

The issues of students' individual work in English in terms of transformation processes in higher education are studied by Girenko I. [3], I. Zadorozhnaya [4], N. Ushakova [7] and others. However, the current state of development of the tendencies in the improvement of educational content in higher education in Ukraine is not completely defined. The changes are not characterized by its quality of qualitative designing in preparation of future specialists considering the tendencies related to contemporary social order and the European vector of such changes.

The purpose of the article is to identify trends in the organization of students' individual work, associated with the modern social order, and to describe relevant changes in the construction of the content of teaching English. The problem of

democratization of education is closely related to students' individual work. No alteration in education towards democracy is possible without activation of individual work of each person, who is a member of pedagogical process. An important condition for achieving these goals is the high level of self-regulation.

Defining the European vector of such improvement, advanced social order necessarily involves humanization, democratization of content of subjects and their commitment to national values. Therefore the most important tendency of improvement in the content of academic subjects in higher educational institutions of Ukraine, including English, is humanization of learning which includes studying the material according to individual characteristics, level of preparation, and humanizing of relations, creating favorable atmosphere in the learning process.

Formed by human, the understanding of culture and democratic environment, the realization of chosen lifestyle, his achievements confirm their creative nature, the desire for freedom and self-expression and become the basis of humanism. Therefore, representatives of humanistic psychology (A. Adler, E. Erikson, Maslow, Carl Rogers, Erich Fromm, K. Jung) developed the idea that it was necessary to live a successful life and implement creative powers of human, who is able to adapt to new conditions [6]. However when studying educational subjects the priority is given to morality.

In the implementation of the comprehensive development of a human V. Sukhomlynsky always emphasized upon the creation of conditions for experiencing joy from his work when inequality of intellectual capabilities is not recognized as a misfortune and learning is "a noble field for constant self-education and self improvement" [5, p. 205], and the joy of self-employment promotes the formation of high moral feelings.

Such an activity in spiritual life of young man, when he affects his consciousness on his own, becomes the principle of spiritual development, and upbringing of responsibilities in front of his own conscience for their actions and assimilation the abilities to see himself through the eyes of others allow putting the demands to himself [4, p. 165].

Because of the trend of humanization there is a need of ensuring the ethicizing of the person, taking care of the formation of patriotic consciousness. Therefore, an important trend in organization of students' individual work is a deep knowledge of spiritual heritage of peoples and respect to their cultural heritage, which provides the opportunity to study the content of philological sciences by accepting the spiritual wealth of previous generations, participating in creation of life values of your own people.

The Independent activity of each student is a key precondition for his formation as a subject of democratic relations. The person will act as a free man only being an independent personality. So the effectiveness of person's action depends on the subject of personal inclusion in the activity, which starts only when the person himself is aware of the limitations of existing tools of activity and starts looking for new ones, only then he becomes the subject of his own activity.

The need for independent transfer of knowledge to a new situation and the identification of a new problem in familiar conditions, the new features of familiar objects, and identifying alternatives to the traditional solutions, combining the known methods of solving in different ways, finding original ways to perform along with other well-known ones are indicated by other researchers of the reform activities content (A. Wisniewski, A. Korsakov and others.).

The independent activity of the students involves implementation of such forms as individual and mass education, working in pairs and in groups into the learning process. These forms of work help to create the conditions for creative work of students, help to find their original ways of achieving the goals, to implement mental, spiritual, social and physical features of personality at full capacity

Involving students in the individual activities, according to observations of methodologists, provides the introduction of such form, as individual-mass (A. Vishnevsky) study into the learning process, which provides an individual (sometimes partly supervised) work of all students simultaneously, in conditions, when everyone is working on his specific task, and the teacher has the opportunity to help students to work individually, adjusting individual tasks and if it is necessary to

offer simpler or complex tasks aids (samples, algorithms, schemes), apply certain incentives of work.

Working in pairs (while solving problems in different subjects, during mutual analysis and mutual testing of the completed tasks) provides an oral or written fulfillment of the learning task by two people, the teacher's supervision of working in pairs under synchronous working of all the pairs. Working in groups, which is also a form of self-studying activities, is a good practice of self-realization, the use of possibilities of each participant. Such forms of self-learning secure high level of independence of each participant in a joint task, developing a sense of responsibility for the assigned area of work. The contribution of each participant of the pair task should also be marked and mentioned. It is very important for the teacher to be tactful and be able to evaluate the results of both teamwork and each participant [2, p. 157].

Attention to thinking, ways of acting of young people was typical for the position of G. Vashchenko, who distinguished methods depending on the extent of human activity and distributed them into passive, semi-active and active [1]. Discussion, argumentation, generalization, analysis of the facts involve searching (semi-active) methods of learning activities, teacher creates a situation of the search, offers problematic tasks, provides conditions for the reflection of the facts, interpretation, studying hypotheses, doubts, argumentations, and students test various ways of solving problems, choosing the most rational, in their opinion, way, express suggestions, ideas, comments, look for connections between events and processes that determine the reasons of their occurrence. Problem-searching exercise, problematic discussion, problem-search practical work, heuristic conversation, searching lab work significantly affect their development and ensure the hard work of everyone to the limit of possibilities, creativity, freedom in the choice of approaching the situations.

An independent study of the problem based on the gathered facts, the prediction of possible ways of solving problems, thinking about ways of their inspection, the organization of certain research is provided by creative methods (active): creative writing work, creative exercise, research work. They provide the

wide space for imagination, intuitive guesses, the original resolution of the situation and provide full independence in work, thus supporting the development of creative imagination, creative thinking, and strong-willed qualities and others. [1, p. 9 – 57].

Independent study applies to both lecture work and extracurricular activities and can take the form of individual work (this is only effective work in extracurricular time), of working in pairs or in groups.

The provision of creativity, independence, students' initiative, accumulation of the capacity for innovative thinking and strengthening the students' educational philosophy are possible only with the active methods of teaching. Of course, both active and passive methods of teaching are applied in the pedagogical process. The latest ones to implement the content of the educational subjects are used for reproduction, storing information or actions of the teacher, the formation of knowledge, skills and abilities, to monitor the student's activities, analysis, and evaluation of his achievements and so on. Note that H. Vashchenko regarded the passivity or activity as the main criterion of work efficiency [1, p. 116]).

Taking into account that with the degree of students' independence the researchers identify reproductive, search and creative methods of teaching, we will consider reproductive, search, and creative levels of the individual work as the basic. The methodology of teaching foreign languages distinguishes reproductive, semicreative and creative levels of individual work [7, p. 143]. It means that successful assimilation of the language material is associated with the searching and creative levels of individual work (assuming subjectivity of the student).

If in the course of practical work of reproductive character the tasks are fulfilled by the example, by analogy, formed skills are practiced, there is no need in discussing and proving the proposals and guesses, in justifying and proving the assertion (reproductive methods are not related to standard situations and do not form searching skills). Searching methods of teaching provide discussion, argumentation, generalization, analysis of the facts, the teacher creates a situation of the search, offers problematic tasks, provides conditions for the reflection of the facts, interpretation, studying hypotheses, doubts, argumentations. They provide the hard

work of everyone to the limit of possibilities, creativity, freedom in the choice of approaching the situations, and of course the fulfillment of the tasks on the highest level of cognitive activity and independence, provide the wide space to imagination, intuitive guesses, original way of solving problems.

Interactive learning technologies just focus on the use of active methods (searching, creative). For example, method “Press” is often used to discuss controversial issues and clear argumentation of the defined positions on the discussed issues; this method can proceed in several stages: 1) position (In my opinion ...) – when you need to explain a point of view, 2) justification as evidence to support your position (because...); 3) an example or stating the facts that demonstrate the evidence (for example ...); 4) conclusions as a generalization of the findings and opinion, the call to take your position (that’s why.).

In the context of the Bologna process, there is a correlation between the number of classes and ECTS credits, and still the benefit is typically provided to the students’ individual work, lectures are taken in a consultative manner. The study by individual plan is encouraged, students’ individual work is coordinated and adjusted, the number of courses to choose (and optional courses) is increasing. Lab works, practical classes and seminars begin to acquire greater importance (in terms of revitalization and creative realization of students).

Thus, the main tendencies in Organization of Students’ Individual work and relevant renovation of the English language content are the priority of human and national values, democratization and personality-centered learning, education quality assurance, based on the latest scientific achievements, culture and social practices. At the same time it presupposes implementation of effective educational technologies, methods, forms, means of independent educational activities.

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Брода М. В.

Тенденції організації самостійної роботи студентів з англійської мови У статті розкрито тенденції організації самостійної діяльності студентів та відповідного оновлення змісту практики англійської мови, які розкривають пріоритети загальнолюдських і національних цінностей, демократизації та особистісної орієнтації навчання, забезпечення якості освіти. Водночас це передбачає впровадження ефективних технологій, реалізацію ефективних методів, форм, засобів самостійної навчальної діяльності студентів.

Ключові слова: самостійна робота студентів, суб'єкт навчальної діяльності, соціальне замовлення, гуманізація, демократизація, форми, методи, засоби самостійної роботи.

Брода М. В.

Тенденции организации самостоятельной работы студентов по английскому языку

В статье раскрыты тенденции организации самостоятельной деятельности студентов и соответствующего обновления содержания практики английского языка, которые раскрывают приоритеты общечеловеческих и национальных ценностей, демократизации и личностной ориентации обучения, обеспечения качества образования. Одновременно это предусматривает внедрение эффективных технологий, реализацию эффективных методов, форм, средств самостоятельной учебной деятельности студентов.

Ключевые слова: самостоятельная работа студентов, субъект учебной деятельности, гуманизация, демократизация, формы, методы, средства самостоятельной работы.

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