

ORGANIZATION OF STUDENT'S SOLITARY WORK DURING LEARNING FOREIGN LANGUAGES

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Abstract. The actuality of investigated problem is caused by an interest in those aspects of students' solitary studies which allow to organize the work more and more correctly while teaching students during learning foreign languages. The main purpose of this article is to study purposeful organization of students' solitary work during learning foreign languages. The leading method to investigate this problem is the analysis of different literature, the scientific work of researchers. The main result of article is to provide students with necessary means to perform solitary work. Materials in the article are given in theoretical and practical substantiation of necessity and importance of student's solitary work in the development of communicative competence through the study of foreign language.

The materials of this article can be useful first of all for teachers of higher educational institutions and universities, as well as for teachers of secondary vocational education while teaching foreign languages.

Key words: students, solitary work, training, foreign languages, planning, organization, activity.

1. INTRODUCTION

Independent learning and cognitive activity aimed at mastering knowledge and developing skills and abilities in various types of speech activity has a great importance in teaching a foreign language. Independent work contributes to the deepening and expansion of knowledge, which is a characteristic of knowledge quality, and also it helps to form an interest in self-knowledge. In pedagogical science, there is an opinion that students' solitary work is not only the basis of university education, but also it forms the ability to make independent decisions, to find a way out of difficult situations.

Scientific and theoretical basis for studying the role of solitary work, self-development of personality were laid in the works of domestic and foreign scientists (Maslow, 2012, p. 225).

Scientists of XX-XXI centuries who study the problem of organization of students' independent work are I.A. Zimnyaya, A.N. Belyaeva, S.N. Popova (Zimnyaya, 1998), (Belyaeva, 2003, p.105-109), (Popova, 2015). I.A. Zimnyaya believes that purposefulness, motivation, and independence are manifested in the process of solitary work (Zimnyaya, 1998). A.N. Belyaeva argues that the main sign of solitary work doesn't mean that a student is trained without any direct help or teacher's participation, but it means that "the functions of translating information into knowledge, skills and the function of management are combined in his activity" (Belyaeva, 2003). S.N. Popova defines that students' solitary work is as a planned work of students, which they perform on teacher's instructions, under his guidance, but without his direct involvement (Popova, 2015).

It should be noted that effectiveness of students' solitary work depends on a number of factors. They are the following:

1. Correct ratio of classroom and solitary work.
2. Methodically correct organization of student's work during classes and outside the classroom.
3. Presence of necessary methodical instructions, prompts, references with the purpose of correction of student's work.
4. Control over the performance of solitary work and evaluation criteria.

Student's ability to self-preparation, self-development and creativity is associated with psychological characteristics of individual. It can be a result of student's ability to perform solitary work.

K. Rogers understood that creative process is the creation in the course of a new product activity, connected both with the uniqueness of individual and with his social environment. The main motive of creativity, he believed the desire of a person to realize himself, to show his capabilities. Thus, creativity is expressed in the search for trends to meet the needs (Rogers, 2002, p. 105).

The main objective of this investigation is organization of student's solitary work during learning foreign languages.

The purpose of investigation determined the solution of the following tasks:

- To study literature, the scientific work of researchers on the problem, to investigate the degree of this issue's study.
- To identify the stages in the organization of student's work
- To present a model of organization of student's solitary work.

An analysis of works on this topic shows that the problem is urgent today and it demands further investigation.

2. METHODS

The aim of research defined the used methods and studied materials. The investigation consisted of several stages.

First, we analyzed the work of scientists. The problem of organization of student's solitary work during learning foreign languages was studied by famous researches such as A. Maslow (Maslow, 2012), I.A. Zimnyaya (Zimnyaya, 1998), A.N. Belyaeva (Belyaeva, 2003), S.N. Popova (Popova, 2015).

Secondly, we determined the system of exercises for the formation of students' independent work skills during learning foreign languages.

Finally, we presented a model of organization of student's solitary work.

The investigation is based on various theoretical and empirical methods, such as a comparative analysis of research and scientific papers on the problem, analysis and synthesis, generalization.

Analysis of scientists' theoretical works and an introspective approach to teaching students allowed to determine mechanisms of student self-improvement in the process of studying a foreign language:

- Transformation of external motivation into the internal (the transition of quantity to quality, it means the need for quality of knowledge above the desire to obtain a high ball by any means);
- Degree of opportunities' realization;
- Possession of self-education forms, self-improvement and ways of self-realization;
- Ability to self-control;
- Mastering intellectual space information.

The mastery of intellectual space information, from our point of view, is based on interaction of the following indicators:

- Ability to work with various sources of information, carry out information search;
- Use of innovative cognitive tools in the course of solitary work;
- The level of encyclopedic knowledge;
- Mastering the intellectual space information allows a student to self-actualize the internal potential and it is characterized by the following indicators:
 - Development of cognitive abilities;
 - Independence;
 - Personal creative activity;
 - Personal activity.

Close attention to the proper organization of student's solitary work in the process of learning a foreign language during educational process, first of all, depends on a teacher. Student's solitary work can be conditionally considered as a kind of activity that begins with pre-auditor work related to

student's interest in language and external motivation, which contributes to the acquisition of quality knowledge in teaching process. Providing a student with necessary methodological materials to transform student's solitary work into the creative process is a key to success in self-study of language.

Thus, we have identified the following stages in the organization of student's work. They are the following:

- Structuring technologies that help to increase the level of student knowledge when performing tasks independently;
- Motivation of student to perform tasks independently, transferring the learning process to search and creative one, by attracting new information technologies;
- Providing a student with relevant teaching materials aimed at improving student's language competence.

Tasks for solitary work should correspond to student's knowledge level, reflect the content of each type of communicative activity (reading, speaking, listening, and writing), and include various types of students' cognitive activity.

Based on the above material, we suppose that solitary work on a foreign language can be offered as activities constructed thematically using a number of Internet sources, by offering English-language sites in order to activate student's language skills. However, it is necessary to take into account the consistency and continuity of linguistic material when structuring student's work.

3. RESULTS

Our investigations show that considerable attention must be given to solitary work for mastering the material on a foreign language at universities of different profile, apart from practical classes, or the work of an auditor. It is a permanent fixing of studied material during homework and individual work, preparation for presentations. In the course of solitary work, the student must become an active participant in educational process; he must learn to treat consciously the mastery of theoretical and practical knowledge, navigate in the information space and have an individual responsibility for the quality of his professional training.

The analysis of scientific and theoretical studies on the problem of organizing students' solitary work in a foreign language allowed us to present a model for organizing students' solitary work in a foreign language through the use of Internet resources. Internet resources form a stable motivation for learning a foreign language; activate students' cognitive and creative activity.

The model consists of 4 main blocks: a target, a content block, a block consisting of pedagogical conditions and an evaluation-productive block. The target block is aimed at developing and developing communicative competence. The content block consists of components of independent work (motivational, informational-content, procedural, reflective.) Pedagogical conditions include didactic, psychological-pedagogical and organizational-pedagogical conditions during learning a foreign language in the form of testing, combined with a conversation aimed at self-assessment of trainees.

The model of organization of students' solitary work that is developed by us through the use of Internet resources makes it possible to effectively form a stable motivation for studying a foreign language, contributes to the improvement of skills and skills of independent work in studying a foreign language, creates conditions for creative cognitive activity of trainees. The organization of students' solitary work in a foreign language through the use of Internet resources creates optimal conditions for the formation and development of intercultural communicative competence of trainees at the expense of greater opportunities for communication practice in the studied language.

4. DISCUSSION

Scientific and theoretical basis for studying the role of independent work, self-development of personality were laid in the works of domestic and foreign scientists, the basis for a communicative approach in the study of language were analyzed in the studies of A.N. Leontiev (Leontiev, 2002, p.430), Jack C. Richards (Richards, 2012).

Analysis of scientific work allowed us to distinguish the stages in the organization of the student's work:

- Structuring, modeling of technologies that contribute to improve the level of student's knowledge while performing tasks independently;

- Motivation of the student to perform tasks independently, transferring the educational process to search and creative, by attracting new information technologies;

- Providing a student with relevant teaching materials aimed at improving the student's language competence.

Tasks for independent work should correspond to the level of student's knowledge, reflect the content of each type of communicative activity (reading, speaking, listening, and writing) and include various types of students' cognitive activity.

Independent work on a foreign language can be offered as activities which built thematically using a number of Internet sources, offering English-language sites, in order to activate the language skills of the student.

We developed a model of student's independent work using the Internet.

1. Independent viewing of training video on the subject of the lesson with exercises that are developed by a teacher. The text selected by the teacher should motivate to receive additional knowledge.

We propose the following types of exercises:

- restore a semantic content of the text by substituting missed lexical units (after watching the video). This exercise develops memory and helps memorize, both lexical units;

- Multiple choice test concentrates the student's memory in learning and understanding, both standard vocabulary and terminology;

- A task to complete a sentence or substitute a missed phrase helps in the expression of their own ideas;

- Answers to special questions are an incentive to self-expression;

2. Independent listening of songs enables students not only to reproduce the intonation of English speech, a number of tasks for filling out passages with the vocabulary of the song are suggested.

3. The development and activation of grammatical skills can be offered by the teacher as a series of

developed tests in the on-line system on special training sites (English Grammar Online, EnglishMediaLab, etc.).

4. Familiarization of students with training sites containing radio resources in a foreign language (Scientific American, BBC and Australia's ABC Radio), audiobooks, films stimulate students to do their work.

Control over the organization and the course of independent work is also one of the important components of independent work and includes an evaluation system with the definition of student incentive measures for its high-quality implementation. Control, in one form or another, should not be so much administrative, but as a full-fledged didactic condition, which positively influences the effectiveness of the student's independent work as a whole.

In the process of independent work, a student, becoming an active subject of learning process, acquires competences related to his future specialty: skills of self-organization, self-control, self-management and self-reflection. Independent work is, first of all, a kind of implementation of main tasks aimed at developing activities of students, as well as development of independence, self-expression in implementation of professional tasks. Independent work is a way of learning activities where students are offered exercises of various types and guidelines for their implementation without direct participation of teacher, but under his supervision (Dul'muhametova, 2015, p. 112-115). The fulfillment of tasks requires mental stress from students. It should be noted that independent work can be both individual and group. Types of independent work are determined based on the level of preparedness of students themselves (Beginner, Elementary, Pre-Intermediate, Intermediate), their knowledge and skills. We suppose that at practical lessons it is impossible to teach a student everything due to scientific and technical progress in modern conditions (Dul'muhametova, 2017).

Teacher's task is to awaken students' interest in the accumulation of necessary knowledge. We note the following types of work that a student can perform in the course of independent work under teacher's supervision: 1) to master minimum content of a given topic that is submitted for independent work and offered by teacher and competencies in accordance with the Federal State Educational

Standard of Higher Education. 2) To plan this activity in accordance with schedule of independent work that is offered by teacher. 3) A student performs independent work in organizational forms, which, above all, are provided by curriculum and teacher's work program. 4) To report on the results of performed work in accordance with timetable for the presentation of results, types and timing of reporting on students independent work (Kachalov & Shatilov, 2010).

It is necessary to note that, in addition to the minimum of compulsory content determined by teacher (with justification and agreement with him) and which is determined by the Federal State Educational Standard of Higher Education in discipline, a student can: independently determine the level of study in the content of submitted material; to offer his interesting ideas in the field of foreign language; to offer a reasoned individual schedule for implementation and reporting on the results of solitary work within the framework of general schedule for performing this work; to offer his own options for solitary work; to use books for educational work; to use methodical instructions, terminological dictionaries for implementation of solitary work of students (Arynbaeva, Kizbaeva & Bimurzina, 2016), (Habib, 2006); to use not only control, but also self-control of solitary work's results in accordance with methods of self-control offered by teacher or which is selected independently.

5. SUMMARY

To sum up, a creative approach of the teacher stimulates creative self-development and the process of student's self-education. Communicative skills are formed through the active involvement of the student in the creative process of independent work, by increasing the motivational factor, by solving certain pedagogical and methodological difficulties in learning process, and by the ability to operate with educational material.

6. CONCLUSIONS

The study of foreign languages in modern society becomes an integral part of the professional training of specialists in universities of various profiles, and on the degree of the student's language training, his further career growth may depend.

The success of training largely depends on the methodology of teacher of foreign language in the context of solving specific educational problems. Learning a foreign language promotes the development of communicative competence, forms the student's ability to use it as an instrument in communication.

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