CERTAIN CHARACTERISTICS OF INDEPENDENT STUDY ORGANIZATION IN NON-LINGUISTIC HIGHER EDUCATIONAL INSTITUTIONS

Световая Е.О.
старший преподаватель
Харьковский национальный экономический университет
имени Семена Кузнеца

Key words: self-study work, independent study, capacity-building, relevance, study tools.

The relevance of this topic comes from the necessity to intensify the self-study work of students, to determine the main principles of organizing foreign language self-studying at different stages of the educational process in the university of Economics, to find the didactic conditions and support for the implementation of its information, to work out didactic and methodical materials for ensuring such work of student learning a foreign language.

The Object of research – students' independent study in foreign language in the higher educational institution of Economics.

The Subject of research – didactic principles of independent study organization in foreign language students' training.

The Purpose of this article – to consider the specifics and problems of students' independent study organization and to determine the effective methods of this organization by means of information technology education, taking into account the requirements and conditions of modern society, to reveal the methods of effective organization of students' independent study as a holistic system of educational environment.

The intensive development of the information base of science and technology as well as the expansion of business and cultural ties with scientific and economic circles on an international scale make it necessary to revise the requirements imposed on a highly skilled specialist. Particular importance is acquired by the ability to combine professional knowledge and computer literacy skills with a high level of foreign language skills.

The need to study foreign languages with an orientation towards its practical application in domestic and professional communication is growing nowadays. To solve the problem of improving language training of non-linguistic university students is to develop students' autonomy, to make the organization of independent students work in the foreign language studying better, to provide methodological support, to present new information and pedagogical technologies. The formation of autonomy is the main goal of the

educational process in a higher school.

The modern stage of higher professional education development is connected with the transition to the practical realization of a new educational paradigm aimed at creating a holistic system of continuous education. An expanding the sphere of independent students' activity in the conditions of involving in the information and telecommunication process of computer technologies, form self-organization and self-education skills.

The relevance of the problem of students' self-mastery of methods of self-study work is due to the fact that during the period of study at the higher educational institutions the foundations of professorialism are laid, skills of independent professional activity are formed.

The analysis of psychological and pedagogical literature shows that the problem of independent study and methods of its organization has been studied in the works of many researchers. Thus, in the writings of L.S Vygotsky, I. Ya. Lerner, N.F. Talizina, L.V. Zharova and others, the concept of «independent study», «independent cognitive activity», «independence» is disclosed. The involvement of information technology in the process of study is also considered in the works of B.S. Gershunsky, E.P. Polat. Didactic, psychological and pedagogical problems of using computer technologies in the process of teaching are dedicated to the works of Ye. A. Barakhsanova, Ye. I. Mashbits, Ye. D. Nelunova and others.

The need to find new approaches of organizing an independent students' study in modern conditions, where information technology is an integral part, is connected with the solution of the following contradictions:

• between the needs for mastering the methods of modeling learning with the use of information technology and the lack of implementation of processes of system technology.

Formation of a highly skilled specialist in the modern conditions is impossible without involving students in independent study, which is characterized as a purposeful set of subjective actions of the student under the guidance of a teacher on the basis of the use of means of maintenance of the educational process. Independence is the integral quality of the individual, which determines its ability to carry out independent study on the basis of the formation of qualities of reflexive control.

In modern psychological and pedagogical literature there are different approaches to the definition of the concept of «independent students' study». O.M. Alexiuk, A.A. Ayurzanain, P.I. Pidkasisty, V.A. Kozakov define independent study as «any organized activity of students, directed by the teacher, aimed at carrying out the didactic purpose in time, which is specially designated for that.»

Independent study is an essential component of the pedagogical process, which involves the integration of different types of individual and collective learning activities and carried out both during classroom and off-site sessions, without the participation of the teacher and under his direct leadership [1, 65]. In the context of the modern teaching paradigm, independent

study prevails among other types of educational activity of students and allows one to consider knowledge as an object of the student's own activities. Cognitive students' activity in the process of independent study is characterized by a high level of autonomy and creative activity.

Independent study at higher educational establishments involves the gradual assimilation of new material, its consolidation, application in practice, repetition of the material. The effectiveness of independent study depends on its organization, content, interconnection and nature of tasks in this type of independent study and, finally, the results of its implementation [2, 15].

Such an understanding of the essence of independent study allows us to take into account the external and internal aspects of this concept. On the one hand, independent seatwork is considered as a pedagogical tool for the organization and management of independent student activity in the educational process, on the other hand this is a specific form of educational and scientific knowledge.

In the modern conditions of informatization of society and the educational system, the problem of independence goes to a substantially new level. Analysis of research of the problem of information technology use in students learning allows us to identify the main areas of active use of information technology in the learning environment:

• *capacity-building* of improving the quality of education, opening of new opportunities for student thinking, the selection of individual ways to obtain knowledge through independent study using a computer, the implementation of important functions of using information technology as a factor of convergence of education with the real world (G.A. Bordovsky, I.B. Gorbunova, A. S. Kondratiev);

• organization of training based on a combination of traditional and modern teaching methods, pedagogical and information technology education, which is connected with the creation of a single educational information and information environment (E. S. Polat, V. A. Smirnov);

• students' independent study development based on the tools of interactive learning technologies and information technologies (V.V. Laptev). The concept of information technology is a system of combination of learning methods and methods of activity based on the teacher-student interaction, and means of information and communication technologies, aimed at achieving the result of the educational process. Analysis of the studied literature and generalization of practice make the didactic capabilities of information technology possible to determine in the organization of independent study of students:

• ensuring flexibility of the educational process through variability, changes in the content and methods of teaching, forms of organization of training sessions, combination of alternative teaching methods for students of different training levels;

• variation of complexity, amount and performance rate of tasks;

• activation of students training and learning by means of game teaching,

modeling of a qualitatively new type of visualization of educational material, both real and virtual objects, processes and phenomena;

• increasing of student motivation and cognitive interest to the study by means of teaching methods novelty, the possibility of training individualization, the implementation of computer technical capabilities, providing a positive emotional background of training;

• organization of flexible management of the educational process on the basis of pedagogical correction and continuous feedback, qualitative changes in the control of educational activities – is the implementation of control with diagnostics, feedback and evaluation of the stages, providing control of the characterization of systematic and objective.

When organizing independent study of students in the context of the use of information technology, we rely on the following approaches: differential, systemic and structural and functional relationships.

Differential approach to the application of information and communication technologies in education allows to increase the availability of training, changes in the quality of education, the acquisition of new technologies, the use of additional learning resources, and the strengthening of the role of independent study of students in the learning process. Objective necessity in the systematic approach in the organization of independent study of students characterizes the active use of information technologies as effective methods that ensure the sys-

temic and structural-functional connectivity of the educational material.

All modern educational technologies are aimed at accustoming the student to work independently, as this quality makes it possible to successfully adapt in a rapidly changing society. The main role in the organization of independent study of students is precisely those information technologies that open access to non-traditional sources of information; provide opportunities for acquisition and consolidation of skills.

Information technologies in education are not just educational tools, but also qualitatively new technologies in the training of competitive specialists. They *make possible the increasingly widespread* the creative potential of students, going beyond the traditional learning model. The ability to learn independently is acquired using e-learning materials, educational databases, computer-based training programs, and testing systems. Teaching students to use the possibilities of independent study, taking into account information technologies, is a complex and lengthy process.

It is indicated in didactics that the development of independence occurs continuously, from the initial to the highest levels of independence the creative level of independence. Simple reproductive autonomy is reproduction, which is characterized by the students performing tasks that require the reproduction of acquired knowledge. By creative autonomy they understand such an activity, as a result of which they themselves discover something new, non-trivial.

Independent study of students can be organized as a system:

- work with electronic publications in the library, preparing for practical exercises;
- performance of individual tasks based on the use of information technology;
- current certification with electronic testing;
- use of educational sites and automated training software.

A significant place in the independent work of students is occupied by the use of Internet technologies for the effective search for information. The availability of a large number of electronic articles, reference books, electronic teaching materials, which are presented on the websites of universities, will certainly expand the creative potential of students, provided that they know how to creatively get information obtained. In addition to knowledge of search methods, students must master the methods of analysis, synthesis, synthesis of information [3, 105].

Important for vocational education is to teach a student to master a new professional terminology, operate with special terminology, argue for expressing one's own opinion, analyzing facts, opposing, and being able to lead a discussion. In this connection, independent work with additional sources (glossaries, encyclopedias, dictionaries, databases) becomes important, provides the possibility of comparing the material, its generalization, comparison, analysis, classification.

Another important problem for students is the selection of the necessary information in the network. Often, students face the problem of lack of understanding of the degree of need for information and the possibilities of its application, therefore, the selection of necessary information in the network and its quality assessment mainly becomes a mandatory subject of study in any study program.

Thus, the main problem of using information technologies is the selection and application of really valuable information from an infinite information flow, that is, the acquisition of knowledge from information, orienting itself in an information environment that is rapidly expanding.

The use of modern information technologies in the process of organization of independent work has a number of advantages:

- study tools are made at modern level;
- student can choose his own timetable;
- usage of portable devices;
- variability of tasks, which take into account potential capacities and abilities of students;
- increase of student professional motivation;
- the possibility of impartial electronic monitoring of learning.

Thus, the use of information technologies in organization of students' independent work allows not only to intensify their work, but also lays the foundation for further continuous self-education, integrate together innovative and traditional forms of education and determines the students self- study more independent and creative.

Bibliography

1. Zhaldak M.I. Problemy informatyzatsii navchalnoho protsesu v shkoli ta VUZI// Suchasna informatsiina tekhnolohiia v navchalnomu protsesi: Zb. nauk. prats. – K., 1991.

2. Husak T.M., Malinko O.H. Pidvyshchennia samostiinosti studentiv pid chas vyvchennia inozemnykh mov // Pedahohika i psykholohiia. – 2000 – No4.

3. Hryzun L. Ye. Dydaktychni osoblyvosti suchasnoho kompiuternoho pidruchnyka / Hryzun L. Ye. // Zasoby navchalnoi ta naukovo-doslidnoi roboty. – KhDPU, 2000.

4. Kostenko I. H. Vykorystannia Internet-resursiv na urokakh anhliiskoi movy / I. H. Kostenko // Tavriiskyi Visnyk Osvity. – 2013. – №1 (41)

5. Tokmenko O. Informatsiini tekhnolohii u vykladanni inozemnykh mov: sohodni i skriz viky dopomohu / O. Tokmenko // Inozemni movy v navchalnykh zakladakh. – 2006. – № 2.