

TOWARD THE ROLE OF INDEPENDENT STUDENTS ACTIVITY IN TEACHING A FOREIGN LANGUAGE

POTEPKINA Valentina Veniaminovna

Senior Lecturer

Saint-Petersburg State University of Economics

Saint-Petersburg, Russia

The article deals with the issue of the goals of independent work of students in the process of teaching a foreign language, as well as taking into account the psychotype of students in the organization of independent work.

Keywords: independent students activity, student's psychotype, problems with self-development, individual motivation, foreign language.

The question of the place and role of independent work in the process of teaching students has been discussed by the pedagogical community for several decades. Psychologists, teachers and methodologists pay much attention to the methods and forms of organization of independent work of university students. But there are still pressing issues that need to be addressed. So, in the pedagogical literature, disagreements remain in the interpretation of the concept of «independent learning activity». Therefore, the purpose of the article is to study and analyze existing approaches to the role of independent work in teaching students. The author sets the task to determine the place of independent work when teaching students a foreign language and to find techniques and methods that could help students work independently when completing assignments.

The research literature considers several approaches to the definition of independent learning activities. Thus, the team of authors of the publication under the general editorship of T.I. Grechukhina considers the concept of «independent work» as a form of organization of the educational process created by the teacher, which contributes to the development of independence and activity of students in the formation of students' cognitive interest [5].

T.N. Morshchakina also interprets independent work as a form of learning that can form in the classroom and outside the classroom the ability of students to search for the necessary information, broaden their horizons, and develop analytical skills. According to the definition

of this teacher, independent work of students should be accompanied by partial control of the teacher at all stages of the task [3].

This definition is close to the definition of independent work of students by V. Senashenko and N. Zhilina, who argue that the planned independent educational and scientific work of students should be carried out under the guidance of a teacher only regarding methodological and scientific aspects [6].

Unlike the above researchers, A.M. Novikov, defines independent educational work as an individual or collective educational activity that is carried out without the direct guidance of a teacher, but according to his instructions and under his control [4].

By definition, N.M. Yukhta, independent work is one of the methods of organizing the work of students [7]. A.A. Vlasenko, N.V. Soboleva, S.V. Sobolev, I.Yu. Petryaeva consider independent work of students as a means of organizing their mastery of knowledge [2].

Also interesting is the interpretation of the independent work of A.R. Batyrshina and R.M. Zaitseva, who believe that this is, first of all, the creation of a system of learning conditions that the teacher creates. In this system, these researchers include the presence of an individual plan for each student indicating the topics and hours allocated to these topics, tasks developed by the teacher, the possibility of consultations with the teacher with the receipt of oral instructions or written instructions [1].

So, we can conclude that independent work is considered as:

- a certain form of organization of cognitive activity;
- method of mastering knowledge;
- form of training organization;
- meaningful learning tool;
- system of conditions organized by the teacher.

When teaching a foreign language, we propose to consider all of the above approaches to the concept of independent work as a whole. Remaining one of the important processes of acquiring foreign language knowledge and skills, independent work of students can form their conscious activity aimed at mastering social experience in order to develop individual abilities. Of course, this can only be achieved if the goal is correctly set in each case of applying independent work.

The analysis of scientific and pedagogical literature and the author's own experience allow us to come to the conclusion that when determining tasks for independent work of students in a foreign language, both in the classroom and extracurricular format, the following goals are mainly set:

1. Development of interest in the topic being taught before or immediately after the explanation of new material. So, when teaching a foreign language, tasks such as Warm-up and Starting up activate students even before the introduction of new material, arouse interest in a new topic and motivate them to express their own opinion, often with examples of their own experience or other people.

2. Development of foreign language skills and abilities when using interactive tasks. When using such tasks in the classroom, students can use the help of a teacher, manuals and Internet resources. Currently, independent work such as a quest, role-playing games, watching a video or listening to an audio recording is widely used in the classroom, followed by expressing one's opinion about the material viewed, cases and projects. And such independent extracurricular work in a foreign language as the analysis of an article, the creation of a creative task or questions for group members, the creation of an interview plan can be effective for systematization.

3. Development of logical and critical thinking when using independent work to consolidate

new material.

4. Development of interest and motivation for the subject and the topic being studied. This is facilitated by tasks such as Case study, making up stories, presentations.

5. Development of creativity through the use of tasks that require the application of knowledge in unexpected, non-standard situations. Particularly interesting for students may be assignments in which it is necessary to find several ways to solve them.

6. Knowledge control through the use of tasks that can provide a reliable test of the level of knowledge and stimulate students, allowing them to demonstrate all their skills and abilities.

To create assignments for extracurricular independent work of students, the teacher needs efforts equivalent to preparing for the classroom lesson. This is due to the need to create conditions that can cause the student to motivate and need to independently complete tasks, and not just the fear of getting a low score or failure.

Studying the experience of colleagues and the author's own experience allow us to conclude that in order to achieve the above goals, the most important conditions are:

1. Accounting for the type of student, depending on the prevailing problems of self-development and the psychotype of the student.

2. Creation of individual motivation for each type.

In psychology, researchers distinguish four types of student-age people, each of which has its own problems in self-development (A.I. Irgalieva, P.I. Pidkasisty, T.Yu. Todysheva, V.G. Maralov, etc.):

- Unsure, doubting students. Such students are not always sure of their motives, they put up a lot of barriers when starting a new business. They want to succeed, but they don't know how to be flexible, they are afraid to try different strategies and methods, because they are afraid to lose.

- Dispersed students. For students of this type, self-development and the formation of motives for independent activity occur under the influence of various factors associated with the emergence of new vivid impressions, fashion trends and trends, and the opinions of people who are authoritative for them. These students may start a new job without finishing the previ-

ous one. Often they do not have the necessary knowledge, so talking with such students and identifying gaps in their knowledge will help in organizing independent work.

– Disorganized students who put off starting a business find all sorts of reasons that prevent them from starting independent work. For self-development, they need external incentives.

– Stuck students. These students face difficulties in evaluating their results. Having set a goal for themselves, students cannot decide whether they have achieved the desired result of their activities. Therefore, they again return to the task, they want to redo something. As a result, internal discontent appears, and students get stuck for an indefinite period of time.

– «Frightened» students. This type of students is not associated with their psychotype, but with a violation of the continuity of the knowledge of the student's school program in a foreign language and the requirements for knowledge of the language base necessary for studying at a non-linguistic university. Frightened students entering universities with a weak base of a foreign language are very insecure, face problems in understanding foreign speech, have a very poor vocabulary and lack of knowledge of grammar. As a rule, such students are «sandwiched» in the process of foreign language communication.

According to the author's opinion, when organizing independent work, an individual approach is required for each of the above mentioned psychotypes of students. So, when working with insecure, doubting students, it is very important to show the student that he is a significant part of the group, and his contribution to group work is appreciated by other members of the group. Therefore, students of this psychotype should be included in group work, for example, when working with a case, project or quest.

When organizing independent work for scattered students, they need help in systematizing their knowledge, interests and desires. Often they do not have the necessary knowledge, so talking with such students and identifying gaps in their knowledge will help in organizing independent work.

Unorganized students require special attention when organizing their independent work.

Here, constant monitoring of the performance of their work will help, often even in batches, since unorganized students usually do not complete a large task on their own. Therefore, tasks can be given to them in portions with mandatory control and the determination of a fixed defense time for each part of the task. For example, in rendering work, unorganized students usually manage to create an analysis summary. But presenting the analysis of the article immediately orally for such students is often an unattainable task. Therefore, to achieve a positive result, it will be better for unorganized students if such tasks are organized in two stages.

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When organizing independent work of «fearful» students, a foreign language teacher in modern conditions is forced to look for special methods and forms of work, since it is necessary to make up for the lack of knowledge of students within the framework of a comprehensive school. To reduce the uncertainty of such students in

communication, such a form of work in the classroom as «peer education» can help. Mutual learning in pairs can also give a good result when consolidating the material, when a strong student checks the task of a student with problematic knowledge and explains his mistakes. As a rule, in such a situation, weak students are liberated and also try to improve their results.

When doing homework as a type of independent work, weak students also need individual assignments to fill in the gaps. Information computer technologies, for example, automated platforms Vimbox, Off2Class, Quizlet, etc., can be of great help not only to the weak, but to all students.

Summing up the above, it should be said that independent work of students is an integral part of teaching a foreign language, the organization of which must take into account the problems of self-development and the psychotype of students, the level of knowledge and the degree of their motivation.

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