

Independent Work of Students of Non-Linguistic Universities in the Study of a Foreign Language

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ABSTRACT

This article analyzes the importance of the role of independent work of students as important forms of creating the process of learning a foreign language in a non-linguistic university and the necessary professional component of a current specialist. The main attention is paid to the circumstances that increase the effectiveness of independent work, students and teachers. Also, exemplary tasks for independent work of students are studied here, which help to strengthen knowledge and systematize it at various stages of learning a foreign language, as well as criteria for evaluating independent work.

Today, in the educational process, independent work acquires an important role: it can be noted that over time it turns into one of the leading forms in the creation of the educational process. The state educational standard of higher education imposes significant requirements for mastering the skills of self-study. At the present time, the qualified growth of a specialist, his demand in the labor market primarily depend on the ability to take the initiative, solve a non-standard problem, and independently plan his actions from the activity. That is why the independent work of students becomes one of the most important components of the learning process, because it forms skills, abilities and knowledge, further ensures the assimilation of cognitive activity techniques by students, interest in creative work and the ability to solve technical, economic and scientific problems. Now the role of independent work has grown so much that it is necessary to plan specially, create special methods and forms for it, allocate time, premises and technical resources [1,p.127] .

Independent work of students in a foreign language in a non-linguistic university has an important form of self-education. It helps to master a foreign language as a necessary professional component of a qualified specialist, contributes to the development of skills for independent acquisition of knowledge [2, p.68].

The effectiveness of a student's independent work is determined by a number of factors, among which the positioning ones are:

- readiness of the student for independent work;
- optimal organization of independent work and its correction by the teacher.

The student's readiness for independent work is determined by:

- the presence of a full-fledged interest in mastering a foreign language;
- formed skills of independent work in the field of reading, speaking, listening, writing;
- Possession of the skills of effective work with reference literature, dictionaries and the ability to work with technical teaching aids (TTA).

The effective organization of independent work of students on the part of the teacher implies, respectively:

- research, individual accounting, formation of motivation for students to study a foreign language;
- development of students' ability to work effectively in the field of reading, speaking, listening, writing;
- development of students' ability to work effectively with reference books and dictionaries;
- teaching students to work with technical teaching aids [2, p.69].

A special form of the process of mastering a foreign language is a practical lesson, in which the direct organization of the student's independent work, control by the teacher, as well as mutual control and self-control are carried out.

There are several classifications of assignments for students' independent work:

- teaching tasks, in which the teacher presents the students with the task and shows how to perform it;
- training tasks - the implementation of the task according to the model;
- search assignments - independently completed by students.

Tasks for independent work of the student must be clearly formulated, they must be delimited by the topics of the discipline being studied, and their volume must be determined by the hours specified in the curriculum. The results of the student's independent work should be controlled by the teacher. These results are evaluated and taken into account in the midterm and final certification in the discipline being studied. Independent work of students at various stages of learning and mastering a foreign language may include:

- for mastering knowledge: memorizing lexical units, mastering the rules of word formation and grammar, reading texts aloud in accordance with the rules of reading, constructing questions and answers to texts, translation into Russian (oral and written); drawing up a text plan; graphic representation of the text structure; work with dictionaries and reference books; educational and research work; use of media files; computer technology and the Internet, etc.;
- for consolidation and systematization of knowledge, skills and abilities: work with the lecture notes; work on educational material; drawing up a plan and theses of the answer; compilation of tables, test questions and answers; analytical processing of the text; preparation of abstracts for presentations at a conference, seminar, preparation of reports, presentations, etc.;
- for the formation of skills: performing exercises according to the model; solving situational problems; preparation for role-playing and business games; project implementation; preparation of creative works.

Testing, protection of creative works, etc. can be used as forms and methods of control of independent work.

The criteria for the results of independent work are:

- the level of mastering the educational material,
- the ability to use theoretical knowledge in the performance of practical tasks,
- the completeness of knowledge and skills on the topic under study, to which this independent work relates,
- the validity and clarity of the presentation of the answer to the question posed by independent work,
- registration of the reporting material in accordance with the requirements specified by the teacher for such materials.

An important element of self-study of a foreign language in a non-linguistic higher educational institution is reading specialized literature, working with text and graphic material of professional subjects on the Internet. Special texts in a foreign language are replete with technical terms, and their grammatical feature, as linguists have determined, is the use of the infinitive, gerund, participle, participial and infinitive phrases, function words, passive voice, inversion, etc. Students acquire knowledge of the functioning of grammatical structures and the terminological vocabulary of the sphere of his future profession determines the quality of the formation of linguistic competence as an integral part of the specialist's communicative competence. In line with our research, in order to organize independent work of students in studying English terms, it is important to select and actively use the appropriate methods of their presentation, semantization, fixing in memory and subsequent activation in communication on topics that are of interest and are extremely important for future specialists. Researchers have developed many ways to master the special vocabulary that is part of a professional thesaurus, have identified and experimentally proved the most effective strategies for learning activities that take into account the specialization of students. For example, in the process of reading professionally oriented texts in a foreign language, A.A. Markovich invites students to draw up a terminological vocabulary map, which is understood as “a graphical representation of the studied special concept through words and expressions that describe this concept” [3. p.150].

Reading special literature in order to extract the necessary information, working on preparing for presentations and discussions, students using such a map can expand their vocabulary with terms of the corresponding semantic field, supplement the list of thematic vocabulary with new words-terms and terminological phrases, draw up supporting notes for production of their thoughts during speech and thought activity in the audience. These and similar tasks of a problematic nature will develop in students the ability to meaningfully perceive the professionally significant information contained in the texts, the ability to analyze individual facts and correlate them with the topic of their research, the ability to critically evaluate ideas extracted from texts. When learning vocabulary independently, students should be recommended tasks that are aimed at searching for definitions of terms and terminological phrases in special texts, compiling lists of key terms for their subsequent use as a support in the discussion of authentic texts of professional topics, filling in missing information in tables and writing explanatory notes for diagrams, diagrams, etc.

Independent work with authentic special texts also covers such tasks as the search for statistical data by students to argue their judgments during business games held in practical classes, the development of problematic questions and modeling scenarios of their activities during discussions, the study of cases and the selection of options for solving the professional issues raised in them. questions, drawing up tables, charts, diagrams to visualize oral and written information.

Creative tasks for independent training and consolidation of new lexical material make it possible to mobilize the hidden reserves of students, use their individual personal qualities to achieve the desired result and tangible progress in mastering foreign terminological vocabulary, without which it is impossible to imagine and implement professional communication.

Thus, we can conclude and say that independent work is the most important component of learning a foreign language, preparing for practical classes and for the exam, which provides an in-depth study of the topics of the discipline, being an integral part of the entire educational process in a foreign language as a whole [4]. The organization of independent work for students consists of the student's independent work in practical classes, doing homework, organizing independent study of foreign languages planned by the student himself, as well as preparing presentations, messages, abstracts, project tasks using multimedia tools and extracurricular reading.

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