

THE FORMATION OF SELF-STUDY SKILLS IN LEARNING A FOREIGN LANGUAGE

ФОРМУВАННЯ НАВИЧОК САМОСТІЙНОЇ РОБОТИ ПРИ ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ

This article discusses the importance of organizing students' independent work in foreign language education to meet the demands of preparing modern professionals. Despite the growing emphasis on students' independent work in higher education institutions, there is a lack of effective and scientifically-based methods in student education. The article highlights the need to address this issue to improve the content and methods of students' independent work, especially considering that up to 50-70% of study time is allocated to independent work in modern educational settings.

The relevance of independent learning is underscored by the findings that a significant percentage of students are unprepared for independent language learning activities. Therefore, there is a need to purposefully prepare students to engage in independent learning activities, which should provide them with conscious and systematic practice of language and speech learning materials, development of critical thinking skills, and enhancement of creative abilities.

The article emphasizes the importance of understanding the purpose of each activity and exercise, as well as the ability to use appropriate educational materials and recognize supports in task materials to facilitate successful independent task completion. Furthermore, it discusses the role of self-monitoring in developing students' self-study skills, particularly in identifying and correcting mistakes independently.

Overall, the success of implementing the concept of continuous language education depends on effectively addressing the organization of students' independent work, both under the guidance of the teacher and within the framework of autonomous learning.

Key words: self-study, student's individual work, foreign language, higher educational institution.

Ця стаття розглядає надзвичайну вагомість організації самостійної роботи студентів у процесі вивчення іноземних мов з метою відповідності вимогам підготовки сучасних фахівців. Попри наростаючий акцент на самостійну працю у вищих навчальних закладах, проблема відсутності ефективних та науково обґрунтованих

методик у навчанні студентів істотно ускладнює цей процес. Стаття наголошує на необхідності вирішення цієї проблеми для вдосконалення змісту та методів самостійної роботи студентів, зокрема враховуючи, що в сучасних освітніх закладах на самостійну роботу припадає до 50-70% часу навчання. Актуальність самостійного навчання підкреслюється даними, згідно з якими значна частина студентів не володіє достатніми навичками для самостійних мовних активностей. Таким чином, наявна потреба у цілеспрямованій підготовці студентів до участі у самостійних навчальних заходах, що мають забезпечити їм свідому та систематичну практику вивчення мови та мовлення, розвиток критичного мислення та підвищення творчих здібностей. Стаття акцентує увагу на важливості розуміння мети кожної діяльності та вправи, а також на здатності використовувати відповідні навчальні матеріали та розпізнавати підтримку у завданнях для успішного завершення самостійних завдань. Окрім цього, стаття також звертає увагу на важливість інтеграції сучасних технологій у процес навчання для підтримки самостійної роботи студентів, що дозволить зробити навчання більш доступним та цікавим. Також розглядається питання використання різноманітних додаткових ресурсів, таких як онлайн-курси, мобільні додатки та відеоуроки, для підтримки процесу самостійного вивчення мови. Крім того, розглядається роль самоконтролю у розвитку навичок самостійного навчання студентів, зокрема у виявленні та виправленні помилок самостійно. Ця стаття також висвітлює значення підтримки та стимулювання ініціативності студентів у процесі самостійного навчання, що сприяє їхньому особистісному та професійному розвитку. Узагальнюючи, успіх у реалізації концепції неперервної мовної освіти залежить від ефективного вирішення організації самостійної роботи студентів як під керівництвом вчителя, так і в межах автономного навчання.

Ключові слова: самостійне навчання, іноземна мова, вищий навчальний заклад.

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Introduction. One of the objectives of foreign language education is the development of future specialists' abilities and skills for independent acquisition of professional knowledge and their creative application in their activities. However, as noted by many researchers (Prokopenko I.F., Popil' S.F., Buriak V.K., among others), a deficit in study time and an insufficient level of language competence among students can become obstacles to fulfilling society's demand for the preparation of modern professionals. These professionals should be ready not only for executive tasks but also for independently identifying and solving problems,

including self-education in the aspect of mastering a foreign language.

Therefore, it seems to us that the success of implementing the concept of continuous language education depends on how well the issues of organizing students' independent work (SIW) are addressed, both under the guidance of the teacher and within the framework of autonomous learning.

Formulation of the problem. The increasing role of students' independent work is a stable trend characteristic of all higher educational institutions. A significant wealth of knowledge, skills, and abilities, the ability to analyze, comprehend, and evaluate

contemporary events and facts, as well as to solve professional tasks based on the unity of theory and practice, are primarily acquired and developed through independent work. It is considered as an equal form of study activities; however, the effectiveness of classroom sessions largely depends on students' skillful organization of their independent cognitive activities. Independent work also implies self-education and self-cultivation, undertaken in the interests of enhancing professional competence.

The idea of «self-study» is interpreted differently by various writers and academic institutions. In foreign educational literature, terms that highlight specific aspects of self-study include: – «Indirect (mediated) learning» in Germany – «Silent work» in Austria and Switzerland – «Individual work» in France and England – «Independent learning» in the United States.

In domestic pedagogical literature, self-study is considered as “planned work of students, carried out on assignment and under the methodological guidance of the teacher, but without his direct participation” or as “a special type of frontal, group, and individual educational activity of students”, also carried out under guidance, but without the direct participation of the teacher.

The purpose of the article. The results of scientific research indicate that effective, scientifically based methods of independent work have not been given due attention in student education. The main drawback in organizing students' independent work is the uniformity of its forms and types; students' independent work often takes place in traditional forms such as essays, course projects, qualification papers, and for selected students, preparation of reports for student conferences. In this regard, in modern conditions of organizing the educational process, when up to 50-70% of study time is allocated to independent work, the tasks of improving its content and methods become increasingly relevant.

The relevance of the problem of independent learning is highlighted by I. Shymko, who states that 76% of first-year students and 28% of second-year students are practically unprepared for independent language learning activities and the development of foreign language competence [10, p. 34]. Therefore, it is necessary to purposefully prepare students so that, as noted by O. B. Bigych, independent learning activities provide them with conscious and systematic practice of language and speech learning materials; development of skills in perceiving and analyzing authentic foreign language texts and practicing strategies for working with them; fostering critical thinking skills and finding ways for independent resolution of communicative tasks; and fostering the development and enhancement of creative abilities [1, p. 234].

Analysis of recent research and publications. The increasing role of students' independent work

and the formation of students' autonomy skills in the process of learning a foreign language are widely discussed by Ukrainian scholars and educators. Various aspects of students' independent work have become the subject of special research (V. Bondar, H. Hetsov, N. Kichuk, N. Kuzmina, A. Malybog, M. Nikanorov, P. Pidkasystyi). In many Ukrainian higher education institutions, specialists in foreign language teaching develop and implement various modern technologies aimed at enhancing the effectiveness of students' independent work. In the context of the global information and educational environment and the dynamic development of telecommunications technologies, students' independent work has shifted into the field of electronic linguodidactics, which is capable of integrating didactic, methodological, and informational components into a single scientific theory and a unified methodological system of analysis. In the scientific works of V.K. Buriak, B.P. Yesipov, P.I. Pidkasisty, and others, the principles of organization and the essence of the concept of “independent work” were considered, various classifications were proposed, methods, forms, and means of conducting independent work were studied, and methodologies for planning, organization, and control were developed.

Presentation of the main material. Independent work in learning a foreign language involves the ability to work with a book and dictionary, the ability to listen to and understand the foreign language, to speak using familiar grammatical forms and words of the foreign language, to read and comprehend what has been read. The student does not master all of these skills at once, and their practical independent activity should be organized in such a way that they gradually overcome increasing difficulties, demonstrating increasing levels of autonomy in achieving the set goal.

Therefore, the independent work skills developed by students throughout the learning process should remain with them for life; the student should have a need to engage in the foreign language without coercion from the teacher. This need is the result of the student's independent work. Managing students' learning activities involves not only planning, preparing materials, and conducting lessons but also ensuring that each student feels personal emotional well-being within the class collective and monitoring the formation of their motivational sphere. If necessary, it involves taking measures and adjusting the organization and conduct of the educational process to ensure that each student experiences this emotional well-being and that their needs, motives, beliefs, and aspirations are properly formed [5, p. 66].

As is known, one of the effective means of students' educational activity is independent work. According to the definition by V. K. Buriak, independent work is a purposeful, internally motivated, structured activity carried out by the student themselves. Its execution

requires a fairly high level of self-awareness, reflectiveness, self-discipline, personal responsibility, and brings the student satisfaction as a process of self-improvement and self-discovery. Independent work is perceived as purposeful, internally motivated, structured by the object itself in the aggregate of actions performed and corrected by it according to the process and result of the activity. Its implementation requires a sufficiently high level of self-awareness, reflexivity, self-discipline, and personal responsibility [2, p. 16].

Independent work is such work that is carried out without the direct participation of the teacher, but according to their instructions, at a time specifically allocated for this purpose. The student will consciously strive to achieve set goals, using their efforts and expressing the result in some form of mental or physical actions. It is worth noting that independent work should not be an end in itself; it can serve as an effective means of learning, a means of fostering students' activity [10, p. 34].

In the methodology of teaching a foreign language, various types of independent work are utilized, through which students independently acquire knowledge, skills, and abilities. The main types of independent work can be divided into several basic groups: mastering new material; reinforcement of knowledge; development of skills in applying knowledge to solve educational and practical tasks; formation of skills and practical abilities; cultivation of a creative character, ability to apply knowledge in complex situations [6, p. 16]. Each of the listed groups may include several types of independent work since solving one didactic task can be accomplished in different ways. These groups are closely related. This connection is associated with the fact that the same types of work can be used to address different didactic tasks.

F. Pidkasasty believes that the development of students' independent activity in learning a foreign language is impossible without adhering to certain conditions [7, p. 143]:

1. It is necessary to understand the purpose of the activity being performed, each specific exercise. The student should know what they will be doing, in what sequence, what the final result will be, and how this task will enrich their experience. They must accept the task; otherwise, the desired effect is impossible.

2. Awareness of the purpose of the task (exercise) is nothing but the application of the principle of consciousness in organizing independent work. Teachers need to equip students with rational methods of educational activity, based on the nature of the activity itself and the students' possibilities, their experience with the foreign language.

3. The ability to use appropriate educational materials to perform tasks is necessary, such as audio recordings, educational didactic material for pair work, and so on.

4. The ability to see supports in the task material facilitates overcoming difficulties during independent work. In this case, it is equally important to learn to use ready-made examples and create one's own.

5. It is important to provide suitable conditions for successful independent task completion, choosing organizational forms for specific types of independent tasks.

One of the drawbacks of this type of work is the lack of control by the teacher during task execution, especially when it comes to such a form of language activity as speaking. In order for these forms to be effective and fruitful, students must have certain skills in independent work [4, p. 106]. For example, when working with a text, a student must possess certain skills: identifying key points in the text, ignoring unfamiliar words if they do not affect overall understanding, ability to identify the main idea, draw conclusions from what has been read, and so on.

One of the factors optimizing self-study to enhance the quality of language education is the computerization of the foreign language learning process, providing access to educational websites, electronic dictionaries, textbooks, educational-methodical complexes, and various interactive programs for all interested parties. With the help of internet resources, students can submit lexical-grammatical exercises for real-time assessment, receive consultation from teachers on effective material assimilation, engage in interactive discussions with peers regarding collaborative completion of creative tasks in projects, take tests, translate a fragment of a specialized text, or write a business document [8, p. 12]. Such assignments enable students to demonstrate their creativity and originality of thought, cultivate a continuous need for language and specialized knowledge improvement. On the other hand, an individualized approach is applied to each student, taking into account their level of preparation, personal interests, and inclinations.

Self-monitoring plays an important role in developing self-study skills, as this work involves minimal teacher involvement in the learning process. Mistakes are inevitable when learning a foreign language. There are many ways to correct mistakes: the teacher points out the mistake, gives other students the opportunity to correct it, suggests the correct option from several, and so on. However, when it comes to independent work, it is more practical to allow students to correct their own mistakes and the mistakes of their groupmates. If a student identifies mistakes made by others, they can better control their own speaking activity. This is especially important when working in pairs or small groups [9, p. 97].

Thus, the system of independent work should satisfy the basic principles of didactics: accessibility, gradualness, systematization, connection of theory with practice, conscious and creative activity,

teaching at a high scientific level. The sequence of completing homework and independent work in the classroom should be logical. In this case, consistency will be maintained [3, p. 241]. The success of this task depends not only on the pedagogical skill of the teacher but also on how well they understand the significance and place of each individual task in the work system.

Therefore, when planning independent work for students, it is necessary to: anticipate its place in the structure of the lesson; consider what life experiences and knowledge will need to be used when transitioning from one topic to another; anticipate difficulties that may arise during independent work; study additional literature; determine the form of tasks; select appropriate didactic material; devise means to activate students' cognitive activity; provide rational methods of testing and self-assessment for students.

Conclusions. We have identified that independent work is perceived as purposeful, internally motivated, structured by the object itself in the aggregate of actions performed and corrected by it according to the process and result of the activity. Its implementation requires a sufficiently high level of self-awareness, reflexivity, self-discipline, and personal responsibility. The main types of independent work can be divided into several basic groups: mastering new material; reinforcement of knowledge; development of skills in applying knowledge to solve educational and practical tasks; formation of skills and practical abilities; cultivation of a creative character, ability to apply knowledge in complex situations.

We have noted that in terms of psychological and pedagogical aspects, independent work in foreign languages constitutes a certain system of educational methods: reading, listening, comprehension and summarizing, memorization. When determining the place of independent work in the process of learning foreign languages, it is necessary to prioritize the formation of an individual learning technology. In this regard, it is important to understand that mastering the modern content of learning a foreign language is impossible without developing the ability for independent mastery of the foreign culture, not just the foreign language system.

We have considered the types and forms of independent work in foreign language lessons: I type – independent work according to a pattern; II type – reconstructive independent work; III type – variant independent work.

The use of independent work in lessons can serve various learning objectives: develop skills in dialogic and monologic speech, facilitate the acquisition of lexical and grammatical material, serve as a means of checking and understanding the reading material, etc. Organizing independent work in the classroom is of great importance and is a means of developing students' communicative competence.

Therefore, when planning independent work for students, it is necessary to anticipate its place in the lesson structure; consider what life experiences and knowledge will need to be used when transitioning from one topic to another; anticipate difficulties that may arise during independent work; study additional literature; determine the form of tasks; select appropriate didactic material; devise means to activate students' cognitive activity; provide rational methods of testing and self-assessment for students.

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