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PEDAGOGICAL ASPECTS OF ORGANIZING INDEPENDENT WORK OF STUDENTS (IWS) IN TEACHING-LEARNING PROCESS OF ENGLISH

Abstract: In the current situation digitalization of education, which has required a replacement of the traditional learning model with an automated learning model, and, consequently, the effectiveness of work at all stages of the educational process, like, the stage of presenting material, mastering it, completing assignments, monitoring knowledge, etc., depends on the level of the students' independent work skills. In such circumstances, the issue of student's independent work is being comprehended in a new way, and not only in connection with its multiply complexity, but also with its essential importance in the course of interaction of participants in the educational process.

Key words: Ongoing changes, lasting knowledge, sustainable skills, master pedagogical methods, students' independent work, professional competencies, methodological approaches, active position, essential importance.

INTRODUCTION

In the context of ongoing changes in society and the higher education system, with the transition to a multi-level system of training specialists, the role and importance of independent work of students (IWS) is sharply increasing. The problem of organizing IWS has always existed, and its roots lie in our entire daily life. Methods for solving this problem – “teaching” – have always worried teachers, because deep, lasting knowledge and sustainable skills can be acquired by a student only as a result of independent work.

Today, the teacher needs to master pedagogical methods of influencing the motivation of students studying off/online, support their ongoing interest in learning in general and independent work on the course and improve the methodology for evaluating the effectiveness of the learning process in new conditions. At the same time, the main emphasis is shifted to forming a personal strategy of self-management of students' independent work. It cannot be assumed that the teacher only tells students the amount of knowledge, and then they themselves will be able to generalize and freely use it when solving specific problems. The significance of independent work goes far beyond specific disciplines, being a means of developing independent work skills in general [3].

The principal consequence of any educational procedure is the training of specialists with an active life and professional position. In modern era, issues related to the formation of both professional competencies and personal desire for constant self-development and self-improvement among graduates of educational institutions are of a crucial importance. But since the creative self-identification of a student cannot be formed through the conventional way of knowledge obtaining, there is no doubt that it is not enough to analysis only methodological approaches and educational technologies – there is a need to changes the conceptual principles of teaching that is in its prior necessity. In the new educational paradigm, it time to the student to change the role from a passive consumer of knowledge to an active position of a provider, the activity principle of which directly depends on the degree of his independence in solving

professional problems, in choosing means and methods of achieving educational and/or practical goals [2].

In the current situation digitalization of education, which has required a replacement of the traditional learning model with an automated learning model, and, consequently, the effectiveness of work at all stages of the educational process, like, the stage of presenting material, mastering it, completing assignments, monitoring knowledge, etc., depends on the level of the students' independent work skills. In such circumstances, the issue of student's independent work is being comprehended in a new way, and not only in connection with its multiply complexity, but also with its essential importance in the course of interaction of participants in the educational process [7]. Thus, conditions were created when the traditional pedagogical concept of "independent work" required a qualitatively new level of its understanding.

Independent work of students in a foreign language is an integral part of the

process of mastering a foreign language teaching program in HEIs. Independent work of students covers all aspects of learning a foreign language and largely determines the results and quality of mastering the "Foreign Language" discipline. In this regard, planning, organizing, implementing and monitoring students' independent work in a foreign language acquires special importance and requires methodological guidance and methodological support. It should be understood that the requirement for a detailed study of this issue has long been dictated by the processes of digitalization of all spheres of human activity, globalization and integration of the modern world, as a result of which a demand was formed for universal, self-sufficient and mobile professionals. Attention to this problem is to a large extent provoked by crisis phenomena (including epidemiological ones) of modern civilization, the response to which is the growing importance of independent work. Interest is also stimulated by the contradiction that has already emerged in modern society between the demand for specialists focused on independent work and the weak development in the theory of pedagogy of the problem of organizing independent work based on the integration of modern technical means, information and pedagogical technologies [5]. The forms of independent work are determined by the content of the academic discipline, as well as the level of education and the degree of competency of students. In order to streamline the workload of students, the following forms of independent work can be introduced:

- abstracts (in the disciplines of the humanitarian and socio-economic block);
- semester assignments (in natural sciences and general technical disciplines);
- coursework (in general technical and special disciplines);

- course projects (for general technical and graduate departments);

- Certification work.

In addition to regulating the forms of the Organizing System of Independent work, it is possible to classify the methods of organizing the IWS according to the following criteria:

- the degree of presentation of the source material;

- the degree of student participation in the formulation of the problem;

- degree of individualization of tasks;

- didactic learning goals.

CONCLUSION Strengthening the role of IWS in the structure of education motivates teachers to look for ways to intensify it. As many researchers emphasize, the most important component of the training of a modern specialist is the widespread use of computer systems designed to automate professional activities and master modern computer technologies. Digitalization of the educational process is not only the automation of calculations in engineering disciplines, which is certainly important, but also the use of the Internet, when a student develops the ability to independently select sources of information, becomes familiar with the ethics of international communication with time-saving skills, and masters the art of objective and targeted assessing his/her own potential, the business and personal qualities.

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