

СЕКЦІЯ 4. ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ В ПРОЦЕСІ МОВНОЇ ПІДГОТОВКИ СТУДЕНТІВ-ФІЛОЛОГІВ

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ORGANIZATION OF STUDENT WORK IN THE PROCESS OF LEARNING ENGLISH AT THE UNIVERSITY

***Annotation.** The importance of independent work of students of technical specialties in the process of teaching a foreign language is discussed in the article. Attention is focused on the fact that productive independent educational activity of a student is the basis for successful learning of a foreign language. Particular attention is paid to the personal approach in the process of organizing independent work in the study of a foreign language and the special role of the teacher in organizing such a process. The key tasks, forms and types of independent work are determined as an integral component of training aimed at developing the formation of competence in intercultural professionally oriented communication in a foreign language.*

***Keywords:** independent work, intercultural (cross-cultural) competence, foreign language, professionally oriented communication, productive learning activities, sources of information, foreign language, students of technical specialties, independent work, creative activity.*

Problems. The problem of preparing students of technical specialties for future intercultural communication occupies an important place in the methodological research nowadays. Some of its aspects are very relevant and are the subject of active discussions at present. The main goal of studying a foreign language is determined by the formation of a foreign language professional communicative competence, which is considered to be the ability of intercultural foreign language communication [1]. Intercultural competence is characterized by the ability of an individual to establish relationships with representatives of other cultures. This matter, in its turn, increases the general culture of a specialist, his competitiveness in the international labour

market [4]. This competence of a future specialist is necessary for him to solve a wide range of professional tasks and covers the professional needs in English-language communication of graduates of almost all specialties of technical institutions of higher education. In recent years, in the process of teaching a foreign language, more and more attention is paid to the organization of independent work. The key to a successful educational process in the field of a foreign language study is a competently organized independent work of students. Productive independent work of students becomes important when teaching a foreign language. The role of the teacher is to direct the independent cognitive activity of students correctly. So far, independent work was usually considered to be a type of educational activity performed by students in the classroom, both under the guidance of a teacher and without direct guidance from the teacher during independent preparation and participation in various extracurricular activities.

With the development of information and digital technologies, new types of independent work have appeared. This is searching for information on the Internet, working with audio and video sources, creating your own audio and video works, etc. In recent years, independent work has become an obligatory link in the learning process, which is specially planned. It provides, first of all, the individual work of students in accordance with the recommendations of the teacher or the training program. In modern methodological literature, students' independent work is considered to be both a type of educational activity, which is carried out without the direct participation of the teacher, but under his guidance, and a means of involving students into independent cognitive activity. Independent work of students in teaching a foreign language will be successful only if it is planned in advance. Independent work of students is an integral part of the educational process: it is organized systematically, and not from time to time.

A huge role in the organization of independent work belongs, of course, to the teacher, since it is he who determines the content and volume of material that the student must study without supervision. Also, the teacher must plan independent work of students so that later they will consolidate the knowledge they have acquired

on their own and process them into sustainable skills and abilities. In practice, it has been proven that the use of regional and cultural information in the educational process provides an increase in the cognitive activity of students, expands their communication capabilities, contributes to the creation of positive motivation in class, provides an incentive for independent work on the language, and helps in solving practical and educational tasks of the subject. [3]

Teaching a student of a technical profile to communicate orally and in writing in a foreign language, clearly and logically express their opinion, be able to convince, reasonably prove their position and at the same time listen to the speech of a foreign partner is a difficult task, first of all, due to the fact that communication in a foreign language is not only a verbal process. Its effectiveness in professional communication depends on factors such as conditions, situations, communication culture, rules of speech etiquette, knowledge of non-verbal forms of expressing thoughts. [1] Independent work as a means of forming foreign language intercultural competence involves studying the culture of the target language country, which can be most generalized as a system of samples of knowledge, skills, types of behavior, attitudes and beliefs, as well as a system of material values that are produced by human society and transmitted from one generation to another.

The issue of foreign language professional communicative competence has been discussed by many domestic and foreign scientists. They distinguished a different number of its constituent components, but they proposed strategic, linguistic, discursive, informational and socio-cultural / intercultural components common to all specialties. Some authors, in our opinion, quite reasonably, also single out the business (business) and special component [2]. Strategic competence allows a specialist to choose his own way to achieve a set goal, taking into account his abilities and professional needs. Linguistic - manifests itself in the development of skills and abilities of all types of speech activity in the professional sphere of communication. Discursive competence involves the ability to logically express one's thoughts in various situations of professional communication in oral and written form. Informational - is the ability to collect and process information for various

purposes. Intercultural competence makes it possible to communicate with representatives of a foreign language culture in various fields of activity, taking into account the specifics of this national culture, concerning regional knowledge, norms and traditions of behaviour, speech etiquette, etc. Business competence forms the skills of business communication in oral and written form. And special competence involves the development of professional communication skills in special types of activities with their own language and situations of interaction and the assimilation of new professional roles [5].

Unfortunately, the number of classroom hours that are given to complete all these tasks, and the low level of knowledge of a foreign language with which students come to the university, makes the achievement of these goals very difficult and not always possible process. In these conditions, to develop students' skills of independent work is very important. Stable motivation and constant and systematic independent activity makes a contribution to the formation of skills in working with information, its critical comprehension, expansion of knowledge, readiness for self-education, the development of their creative abilities, the ability to make decisions on their own, to improve in their professional field.

The development of information technologies in modern society leads to the introduction of new methods of communication not only in everyday communication, but also in the learning process. New teaching methods, innovative methods, forms of interaction between teacher and students are emerging. Thus, in the quarantine conditions associated with the spread of COVID-19, such Internet services as ZOOM cloud platform, the cross-platforms VIBER and TELEGRAMM, the GOOGLE CLASSROOM web service are actively used. The use of modern technologies is convenient and a form of work familiar to students, therefore the use of ICT is an effective way of organizing students' independent work. When preparing assignments in a foreign language, students use online dictionaries, various news sites, applications for learning foreign languages, etc.

The use of the Internet as a means of communication between a teacher and a student opens up wide opportunities for conducting independent work. In addition, in

the learning process, not only the interaction of the teacher and the student takes place, but also communication between the students themselves, which is effectively reflected in the educational process [4]. The undoubted advantage of this type of work is that Internet communication is an integral part of the daily life of schoolchildren and students.

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***Анотація.** У статті розглядається важливість самостійної роботи студентів технічних спеціальностей в процесі навчання іноземної мови. Акцентовується увага на тому, що продуктивна самостійна навчальна діяльність учня є основою успішного вивчення іноземної мови. Особлива увага приділяється особистісному підходу в процесі організації самостійної роботи при вивченні іноземної мови і особливої ролі викладача в організації такого процесу. Визначаються ключові завдання, форми і види самостійної роботи як складового компонента навчання, спрямованого на розвиток формуванні компетенції міжкультурного професійно орієнтованого спілкування іноземною мовою.*

***Ключові слова:** самостійна робота, міжкультурна компетенція, іноземна мова, професійно орієнтоване спілкування, продуктивна навчальна*

діяльність, джерела інформації, іноземна мова, студенти технічних спеціальностей, самостійна робота, творча активність.