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On the improvement of the educational process in the teaching of a foreign language to master students in connection to the strengthening of the role of self-study work

Abstract. The purpose of the article is to describe self-study work as a special form of educational activity, organizational forms of education and is dedicated to the problem of self-study work. The primary goals of the article were: to show the importance of self-study works at teaching master students a foreign language; to define requirements for self-study work.

Key words: individualization, methods of training, self-study work, skills, abilities, speech activity.

The relevance of the article is determined by the task set before the universities to improve the quality of training of master students due to individualization, using effective methods of teaching, mastering knowledge, developing skills and abilities in a foreign language.

The purpose of the article is to describe self-study work as a special form of educational activity, organizational forms of education. In this regard, the following tasks were set:

- to show the importance of self-study work by teaching of foreign languages of master students;
- determine the requirements for self-study work by teaching of foreign languages of master students;
- to create an educational-methodical complex with the development of tasks for self-study work for master students.

Many methodologists, both in our country and abroad, consider issues with problems of self-study work by teaching of foreign languages. A number of works have been devoted to this problem by Shatilov S. F., Sakharova I. I., Minyar-Beloruicheva A. P., Solovova E. N. and others [1; 2; 3; 4].

At present, the universities are tasked to improve the quality of training of master students. So, university teachers are encouraged to intensify and make wider use of various types of self-study work in the teaching process, which, along with classroom work, becomes an important form of the educational process. The foreign language program for the preparation of master students in higher education institutions is aimed at the practical, interdisciplinary and professional orientation of the classes. An important aim of this program is the focus of the educational process on the formation and development of basic communicative skills and abilities in academic and professional communication, as well as strategies for self-study of foreign languages.

To obtain a master's degree the student must as a result of studying the discipline «Foreign Language».

Know:

- the main foreign language professional terminology, the principles of developing a strategy for further self-study of the most common foreign languages;

Be able to:

- find new text, graphic, audio and video information in foreign and industry materials (both in print and in electronic form);
- analyze foreign media;
- write business documentation in a foreign language;
- translate foreign professional texts into their native language using dictionaries;
- prepare public speeches on a number of professional issues.

Based on the requirements of the program, it can be concluded that the level of a foreign language of graduate- masters should be high.

However, practice and own experience show that master students have insufficient preparation on a foreign language.

In our academy the curriculum in the magistracy provides only 90 hours to study the discipline «Foreign Language», including 30 hours of classroom classes, 30 hours for self-study work. However, the students' self-study work skills are very weak, especially in the process of self-study work outside the classroom.

In connection with this, the Department of language training has developed a training and methodical complex, in which much attention is paid to self-study work outside the classroom, as well as methodological developments in this or that specialty, and vocabulary minima for each specialty.

Self-study work is a special form of educational activity. Organizational forms of education are determined by the general goals of education and upbringing, the content and methods of teaching. At the moment by teaching a foreign language the following organizational forms are used: frontal, group, pair, individual and self-study. These forms differ in the ratio of collective and individual education, the specifics of the management of students' work and the degree of student's self-study.

By combined mass, collective and individual self-study work in classroom time, preference should be given to collective forms, and in extra-auditory time — to self-study work. The success of training largely depends on how rationally combined mass forms of training under the guidance of the teacher with various forms of individual education and, in particular, the self-study work of master students in the presence of the teacher and without him.

In connection with the new tasks of teaching, it is necessary to deepen and develop the concept of «self-study work» as one of the organizational forms of teaching a foreign language. If traditionally the term " self-study work" was understood as the types of work that were performed in out-of-audit time, that is, the main criterion was the place and time of implementation, as well as the teacher's absence and supervision, but now, under the new conditions, when we are talking about «self-study work», especially by teaching master students, in the first place are put forward such signs as the possibility of developing the creative abilities of the individual and creating the conditions for the work of each master- students in the wholesale in accordance with his individual psychological characteristics, the degree of preparedness to work for this type of speech activity, in relation to a particular topic of foreign-language communication, and so on.

The formation of the ability to work independently is connected with the training of a master student to understand and clearly formulate for him the ultimate aim and a communicative task, to divide activity into stages, sub-stages, to plan ways of achieving final and phased aim, to calculate time correctly, to perform work, and to find material for exercise of self-control. As a result of doing self-study work, the student must improve his knowledge, skills and abilities. All types of work must be organized in order to meet these requirements. These provisions should be reflected in special methodological developments that can be offered to undergraduate students for self-study work.

To teach a master student to work with existing teaching books and methodological developments and prepare him for self-study work, it seems expedient:

- develop a master's student understanding of the aims and objectives that each type of task in the textbook has;
- systematically practice exercises for self-study work by the student of the relevant materials of the textbook.

An important reserve in the organization of self-study work should be the introduction into practice of a foreign language of computer technologies.

Use of computer programs specially created for self-study work on a foreign language will allow:

- increase the effectiveness of training in depth and strength due to a systematic step-by-step control of learning, identifying errors and their nature, individualization of training (the ability to work at a convenient pace);
- to save the time of the master student for studying and mastering the educational material due to the individualization of the work on the tempo and time.

Түйін

Мақала магистранттарды шетел тіліне үйрету кезіндегі өзіндік жұмысты жетілдіруге арналған. Мақаланың негізгі мақсаты: магистранттарға шетел тілін үйретудің маңыздылығын көрсету, магистранттарды оқыту кезіндегі өзіндік жұмысқа талаптарды анықтау.

РЕЗЮМЕ

Статья посвящена проблеме совершенствования самостоятельной работы при обучении магистрантов иностранному языку. Основные задачи данной статьи — показать важность самостоятельной работы при обучении магистрантов иностранному языку; определить требования к самостоятельной работе при обучении магистрантов.

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