

Zhdanovich N. P., Lecturer of the Department of language training, major of police
(Karaganda Academy of the Ministry of Internal Affairs of the Republic of Kazakhstan
named after B. Beysenov)

Potential of self-study while teaching foreign languages to students in non language universities

Annotation. The article focuses on the role of individual work in the process of self-development and self-education of students in learning a foreign language. The potential of individual work in teaching university students a foreign language is explored. A number of guidelines to improve the quality standard of knowledge of a foreign language in universities are suggested. The stages of organization of self-study are presented and described. Particular attention is paid to the importance of infocommunication technologies in the organization of independent work of students.

Key words: foreign language; motivation; communicative competence; effective education; methodical guidelines, self-study.

One of the main goals of modern vocational education is to improve students on the basis of self-development, self-study, which is impossible without independent active participation in the work on educational material. Students' self study is a form of organization of the educational process, in which the tasks are fulfilled by the student independently under the guidance of the teacher. The study of foreign languages in modern society becomes an integral part of professional training of specialists in universities of various profiles, and on the degree of language training of a student, his further career growth may depend.

The goal of self-study is the assimilation in full of the curriculum and the formation of students' general and professional competences that play a significant role in the formation of the future specialist of the highest level of qualification, as well as the formation of the student's independence, which is mediated indirectly through the content and methodical techniques of all types of educational activities.

Thus, a graduate of a university should master the necessary skills and skills; however, one should not forget that the success of training largely depends on the methodology of the teacher of a foreign language in the context of solving specific educational problems. Learning a foreign language promotes the development of communicative competence, forms the student's ability to use it as an instrument in communication.

The article presents both theoretical and practical substantiation of the necessity and importance of the student's independent work in the development of communicative competence through the study of a foreign language in the process of self-education.

Scientific and theoretical basis for studying the role of self-study, self-development of personality were laid in the works of domestic and foreign scientists (L. S. Vygotsky, P. a. Galperin, A. Maslov, K. Rogers).

The main goal of studying a foreign language is developing the communicative competence of students, which is the basis for language skills and is usually based on a personal contact between a teacher and a student during practical classes, however, when studying a foreign language, a number of difficulties arise due to the following factors:

1. In the process of learning a foreign language, students often have only an external motivation.
2. Students with different language levels are trained in one group, and lose interest in the language in the learning process.
3. Strictly regulated number of hours reduces motivation both external and internal.

Thus, the importance of the role of independent work in language learning should not be neglected, and properly constructed work can increase both interest in the language and the quality of knowledge.

The ability of the student to self-preparation, self-development and creativity is associated with the psychological characteristics of the individual, with which as a result, the student's ability to perform the students' self-study can be related.

K. Rogers under the creative process understood the creation in the course of the activity of a new product, connected both with the uniqueness of the individual and with his social environment. The main motivation for creativity, he believed the desire of a person to realize themselves, to show their capabilities. Thus, creativity is expressed in the search for trends to meet the needs [i, 115].

Theoretical literature allows us to distinguish five levels of self-development of students in the learning process [ii], namely: low; elementary; average; sufficient; high.

A high level of self-development of the individual is inherent in students with a positive attitude toward self-development of the individual, with high vital activity, with a deep awareness of the importance of the processes of self-development for his professional, intellectual growth in the modern sociocultural space. These students are actively involved in cognitive processes, take an active part in writing creative works, projects, in scientific research, creative activities, and create their own projects.

A sufficient level can be defined in students with a positive orientation toward creative self-development of the personality, a conscious attitude to personal activity, a desire for qualitative changes in themselves. These students are actively involved in creative processes, but they do not always have enough independence in the process of learning a foreign language, and they still require some degree of organizational guidance from the teacher.

The average level of self-development of the personality is characterized by the fact that students are partly interested in the self-development of their personality, but they did not fully understand the significance of the processes of self-development. They take pleasure in participating in educational and creative processes, but they do not see any desire for self-improvement and intense activity in this regard. The teacher of a foreign language should be interested and motivate such a student, indicate orienting directions of self-movement.

The low level of self-development of the individual can be among students who are clearly not determined in their attitude to the creative self-development of the individual. The low level of motivation and reflective thinking activity causes students of this group to have an unstable attitude towards qualitative changes in personal self-determination. These students are dominated by a negative attitude towards the constant intense activity in self-improvement and rarely there is a desire to solve problems on their own. Students of this group do not use the potential for personal self-improvement, they are often satisfied with low-quality knowledge. They do not have a system of self-monitoring and self-assessment of their development, but are able to perform elementary tasks in a foreign language under the guidance of a teacher. Such students can solve problems only with the indirect guidance of the teacher.

Analysis of theoretical works of scientists and an introspective approach to teaching students allows us to determine the mechanisms of student self-improvement in the process of studying a foreign language:

- Transformation of external motivation into internal motivation (the transition of quantity to quality, i.e. the need for the quality of knowledge above the desire to obtain a high ball by any means);
- Degree of realization of opportunities (improved with regular work on oneself);
- Possession of forms of self-education, self-improvement and ways of self-realization;
- Ability to self-control;
- Mastering the information intellectual space.

Therefore, one of the main tasks solved by the teacher is to teach to learn. Classes should be designed so that they teach students creative, scientific approach to any subject, the acquisition of skills and skills of independent work [iii].

However, it is necessary to pay close attention to the correct organization of the student's independent work in the process of studying a foreign language during the educational process,

which, first of all, depends on the teacher. Independent work of the student can be conditionally considered as a kind of activity that begins with pre-auditor work related to the student's interest in the language and external motivation, which contributes to the acquisition of quality knowledge in the classroom teaching process. Providing the student with the necessary methodological materials for the purpose of transforming the self-study into a creative process is the key to success in the independent study of the language.

So, the student's out-of-class work independently, can activate both listening skills and grammar skills, respectively, to improve the quality of knowledge of a foreign language. Let's consider a model of the student's independent work using the Internet.

1. Independent viewing of the training video on the topic of the lesson in YouTube (the source is invited by the teacher) with the exercises developed by the teacher. The text selected by the teacher should serve as a source of useful and interesting additional information, motivate to receive additional knowledge.

Consider and justify the proposed types of exercises:

– to restore the semantic content of the text by substituting the missed lexical units (after viewing the video in the YouTube). This exercise develops memory and helps memorize both lexical units and cliched phrases. Working independently, the student is not limited in the number of auditions, which leads to the successful completion of the assignment;

– multiple choice tests concentrate the memory of the student on recognition and understanding of both standard vocabulary and terminology, moreover, it makes it possible to verify the understanding of both explicit and hidden information.

– the task of completing a sentence or substituting a missed phrase helps in the expression of one's own ideas, teaches an understanding of the coherence of sentences, parts of the text with each other;

– assignment for correspondence: definition-word, word-definitions-develop memory and activate communication skills [iv].

– answers to special questions are an incentive to self-expression.

- tasks related to solving simulated situations (simulations), which are possible in professional situations, are an effective way of acquiring professional skills.

2. Independent listening of songs (eg ESOL Couses website) enables students not only to reproduce the intonation of English speech, a number of tasks for filling out passages with vocabulary of a song are suggested, it is possible to fix the desired result by passing an online test.

3. The development and activation of grammatical skills can be offered by the teacher as a series of developed tests in the on-line system on special training sites (English Grammar Online, EnglishMediaLab, etc.).

4. Familiarization of students with training sites that contain radio resources in a foreign language (Scientific American, BBC and Australia's ABC Radio), audiobooks, films stimulate students to work in the classroom.

Control over the organization and work of independent work is also one of the important components of independent work and includes an evaluation system with the definition of student incentives for its high-quality implementation. Control, in one form or another, should not be so much administrative, as a full-fledged didactic condition, which positively affects the effectiveness of the self-study as a whole.

Thus, the creative approach of the teacher, stimulates creative self-development and the process of self-education of the student. Communicative skills are formed through the active inclusion of the student in the creative process of independent work, increasing the motivational factor, solving certain pedagogical and methodological difficulties in the learning process, the ability to operate with educational material.

This article does not cover the entire range of language teaching by organizing student independent work, further questions are required by the methodology of organizing and improving the self-study in mastering communication skills.

РЕЗЮМЕ

В статье рассматривается роль и значимость самостоятельной работы студентов в организации и осуществлении индивидуального маршрута обучения в неязыковых вузах. Представлены виды и уровни самостоятельной работы.

Түйін

Мақалада тілдік емес ЖОО жеке-дара оқытуды ұйымдастыру мен жүзеге асырудағы студенттердің өз бетінше жұмысының ролі мен маңыздылығы қарастырылған.

List of used literature:

- i. Роджерс К. Р. Творчество как усиление себя // Вопросы психологии. — 1990. — № 1. — С. 164-168.
- ii. Слободян О. П. Творческое саморазвитие личности студентов педагогического колледжа в процессе изучения культурологических дисциплин: Дис. ... канд. пед. наук. — Луганск, 2004.
- iii. Гладилина Г. А. Использование информационно-коммуникационных технологий в формировании профессиональных компетенций студентов при организации самостоятельной работы [Электронный ресурс]. — Режим доступа: <http://jdanovagen.narod.ru/obob/gladilina.htm>
- iv. Фомина С. Б. Использование потенциала коммуникативной методики при обучении студентов неязыковых высших учебных заведений иностранному языку // Электронный периодический рецензируемый научный журнал «SCI-ARTICLE.RU», 2015. — С. 46–57. — № 26 (октябрь) — 323 с.