



Types of Independent Work and their Organization in Higher Education

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Abstract: It is known that in order not to fall behind the times, a person must constantly enrich his knowledge, especially his knowledge of his specialty. Therefore, independent work is important in mastering any subject, including a foreign language. With this in mind, in this article it is described the types of independent work and some methods of organizing them.

Key words: foreign language, independent works, of reproductive, creative and practical independent works, knowledge, skills and qualifications, educational-practical and social-practical work.

Introduction.

One of the most important tasks of the higher school, which has the main goal of training highly qualified specialists, is to combine theory and practice in the educational process, to provide students with theoretical knowledge, and to organize their independent studies. Because based on the formation of independent work skills, students' thinking ability develops. Therefore, it is the main duty of teachers to create in them the skills of independent work, which is one of the necessary conditions for learning the language.

Literary review and methodology.

Depending on the location, it can be divided into independent works in the subject of teaching a foreign language, independent works performed in classrooms, in the laboratory, and outside the institute.

Acquiring new knowledge and applying it in practice according to the didactic purpose; strengthening and checking of knowledge, skills and qualifications; use of textbooks and training manuals; independent works such as reading additional literature are performed.

Independent works consist of reproductive, creative and practical independent works according to their role in cognitive activity.

Reproductive independent works are divided into types such as preparatory, emphatic, experimental research and logical research,

Creative independent works consist of artistic, scientific-creative and constructive technical works.

Practical independent work includes educational-practical and social-practical work.

The teacher organizes the independent work of students in classroom training, where one or several students or the whole group performs the task of the teacher, but the teacher does not directly help in the completion of the task. Students working independently, despite not directly helping the teacher, should be aware of his leadership. This gives them the opportunity to ask the teacher for the

necessary information during the task, and the teacher to check how the students are doing the task at any time. The teacher determines the time allotted for independent work.

Students' independent work in the auditorium has its own characteristics. Materials for independent work conducted in the auditorium should allow for a conversation or discussion with the participation of the teacher, should not take a lot of time, the texts selected for reading or reading should be no more than 3-4 minutes. The organization of students' independent work in the auditorium is based on the use of tape recorders, which allows the teacher to manage students' work. In the auditorium, independent work on the language is focused on the student's understanding and mastering of the given material, using it in his speech. Therefore, it is necessary that the conditions of the independent exercise reflect the elements that can help the student to complete the task.

Audience activities:

- a) phonetics (pronunciation techniques, transcription, syllable division, emphasis, intonation);
- b) lexicon (meaning of words - polysemy, homonymy, study of synonymy, neologisms, archaisms, etc.);
- c) morphology (studying the composition of the word based on morphological analysis);
- d) includes independent work on basics such as syntax (order of words in sentences).

Students' independent work in the auditorium includes the completion of control tasks. In the educational process, such supervision given by the teacher plays a great external and educational role. These works not only determine the extent to which the students have mastered the material, but also make the acquired knowledge a subject. In this process, students will have the opportunity to identify shortcomings in their work and eliminate them.

Students' independent work outside the institution should be controlled and directed towards a specific goal. In the conditions of independent work outside the institute, independent use of basic and additional literature is envisaged. For this, it is necessary to familiarize students with available additional literature, reference books, and teach them to use effective methods of their use. For this purpose, lectures are held to introduce first-year students to the ways of independent language learning with directories in the institute's library and study hall. Also, the teacher should talk about work methods and forms when giving homework to students. Independent works performed outside the institute are scheduled for a week, month and semester and are connected with classroom and laboratory works.

In the initial period of education, independent work is mainly focused on the formation of first skills. Therefore, they should be convenient for students to check each other's work. Tasks are creative in nature and should develop students' language learning abilities and accustom them to work effectively.

Discussion and results.

The following forms of independent work are used outside the auditorium and the institute:

- 1) reading works of art in the studied language;
- 2) home study preparation;
- 3) synopsis of good literature;
- 4) writing term papers;
- 5) writing abstracts;
- 6) holding colloquiums on subjects;
- 7) perform various work;
- 8) work on vocabulary;
- 9) work in the library;

10) preparation for seminars;

11) synopsis of necessary articles in specialized journals, etc.

A common type of independent work is laboratory training. In the laboratory, students work with equipment that allows them to work independently on programmed materials.

The following work can be done as an independent work in the laboratory:

- 1) performing phonetic exercises and listening to texts;
- 2) recording texts on magnetic tape;
- 3) watching educational movies and slides;
- 4) dubbing slides; dictation and recording using a tape recorder.

All technical tools used in the process of independent work, depending on the impact on the analyzers, consist of the following:

- a) audio and audio equipment (recording materials, phonograms, sometimes tape films, sound films and gramophone records);
- b) viewing (visual) equipment (transparencies, slides, as well as silent films);
- c) audio-visual (audiovisual) technical means (primarily sound films and television films, as well as sound film and slides).

Thus, the forms of classes conducted using magnetic recordings can include the following:

- a) group training in auditoriums equipped only with tape recorders;
- b) working in groups in auditoriums equipped with electronic devices;
- c) independent work of students in semi-cabins equipped with tape recorders without the participation of the teacher.

Education in higher education institutions requires students to understand how to use the available opportunities for freedom and independence, how to use the skills acquired at school, how to create new ones, how to use time efficiently, and in general, to find ways to achieve high efficiency in education, etc. All this, in turn, requires students to have a certain worldview, to be serious about their chosen profession, and to have a deep sense of responsibility in their daily work activities.

Observations on independent lesson preparation at home of first-year students, whether or not they are regularly engaged in assigned tasks, independent study plans, and the increase in the subject of lesson preparation also gave interesting results. Sometimes conflicting answers were received. When it comes to a foreign language, 80% of students say that they work on learning it in a systematic way, and 20% say that they prepare a lesson without a plan. The landscape has completely changed when it comes to all other subjects taught in the first year of foreign language faculties; 14% of the students said that they work on introductory linguistics, psychology and other subjects, and 86% sometimes do other subjects when they have more time than working on the language. In this, of course, the specific features of academic work at the faculty of foreign languages, that is, language classes are held every day, most importantly, in conditions close to school classes: students are shown on the blackboard, homework is assigned, questions are asked, the teacher always monitors homework, etc. consistent preparation creates the need to be responsible for work. In the early period of education at the faculty of foreign languages, there are those who come to the conclusion, that is, those who consider all subjects except foreign language to be of secondary importance.

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