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«STUDENTS INDEPENDENCE» IN LEARNING FOREIGN LANGUAGES

Summary. This article deals with the ways of independent work organization in foreign language student`s training, the role of «freedom of choice» in the higher education system and the impact on the educational process itself, as well as the all-round development of the personality of the student in learning process.

The analysis of theoretical research of this problem is represented by the appropriate ways of about the formation of students' independence and the tools that are available to the educational institutions for engaging students in the individual studying process. The views of scientists who are engaged in this problem are analysed.

Key words. independent learning; academic freedom; self-control; self-education; self-development; self-regulated learning; motivation formation; extracurricular work.

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«НЕЗАЛЕЖНІСТЬ СТУДЕНТІВ» ПІД ЧАС ВИВЧЕННЯ ІНОЗЕМНИХ МОВ

Анотація. У статті розкрито поняття, сутність та шляхи організації самостійної роботи при вивченні студентами іноземної мови, ролі «свободи вибору» у системі вищої освіти та її впливу на сам освітній процес, всебічний розвиток особистості студента у процесі навчання.

Аналіз теоретичних досліджень цієї проблеми представлений за допомогою відповідних способів формування незалежності студентів та засобів, що доступні навчальним закладам, для залучення студентів до індивідуального навчального процесу. Аналізуються погляди вчених, які займаються цією проблемою

Ключові слова. самостійне навчання; академічна свобода; самоконтроль; самоосвіта; саморозвиток; саморегульоване навчання; формування мотивації; позааудиторна робота.

PROBLEM STATING. The realities of modern world demand new approaches to the professional formation of students that will allow them to adapt to constantly changing society. Modern social order makes modification in the system of high education which priority is oriented on self-development, self-education and self-realization of personality of the student. The professional community needs, first of all, not specialists who have English or other languages skills, but entrepreneurial and critical thinking people who can independently make responsible decisions and predict their consequences.

In addition, independent work of the students gains the special importance due to the tendency of reducing auditorium learning. Self-education of future specialists depends on the skills in independent effective searching activity and their ability to perceive information.

THE ANALYSIS OF RECENT RESEARCHES AND PUBLICATIONS.

Academic freedom is of central importance to higher education and is a defining characteristic of the efficient of universities points out that it is the most frequently discussed value in higher education reform research. Despite the crucial importance of academic freedom, there remain significant problems in how to research it. Recent researches focus on such issues: the lack of an agreed-upon definition of academic freedom and the little information available about academic freedom prospects.

Theoretical researchers of the problem of independent learning propose different alternatives to traditional classroom teaching. They see academic freedom as an innovation and as a reaction against the «culture of authority». Student independence is like a step forward to the learner-centred curriculum, where students have an active participation in preparing its content and how it is taught [1].

PRESENTING MAIN MATERIAL. Independent student learning represent individual study, usually self-initiated, that may be directed or assisted by instructional staff through periodic consultations. Self-regulated learning is also defined as a student's ability to independently and proactively engage in self-motivating and behavioral processes that increase goal attainment. The main goal of individual studying – self-development and training language skills using appropriate interesting for person methods.

Modern requirements for strengthening the degree of autonomy of students are inextricably linked with new requirements for the teaching and methodological support of academic discipline. At the same time, not every student can be trained in an autonomous model of education. At the heart of readiness for such studying model are considered several positions that can be formulated as abilities:

- focus on the goals and objectives of education as a whole or at a particular stage;
- self-manage the process of own education;

- monitor and evaluate the dynamics of own development to observe certain terms of the credits and examinations;
- confidence in your own strength in case of stressful situations and failures [6].

Speaking about the formation of students' independence, it is necessary to bear in mind two closely related tasks. The first of them is to develop students' autonomy in learning activities, teaching them to acquire self-knowledge, to shape their world; the second - to teach them to use their own existing knowledge in the discipline and practice.

This, in turn, imposes certain obligations on those who offer this form of studying. In the conditions of high level of educational autonomy, the educational institution and each teacher:

- makes the content of curricula and control open and accessible to students;
- renounces the role of a single source of information;
- acts as an assistant and consultant in educational activities;
- provides the necessary training materials and technologies for working with them;
- stimulates the ability to self-control the achieved results.

Considering the specifics of the process of learning foreign language, we should focus on the fact, that learning a foreign language involves mastering not only the language itself, but also familiarity with literature, history and, in general, the culture of the country whose language students study. Owning a foreign language acts as a means for the possession of other subject areas in the field of humanities, natural sciences and other sciences. Thus, for modern language education an orientation towards the intercultural aspect of language proficiency are characteristic. The leading trend in modern speech education is multiculturalism and linguistic pluralism [5].

An interesting approach offered by R. Jackson about the tools that are available to the teacher for engaging students in the individual studying process. The author comes to the following conclusion:

- teachers should not rush a learning process and hope to engage students quickly;
- giving the students small risks and rewards is beneficial to develop risk tolerance;
- teachers should not overprotect, control or manipulate students;
- motivation must be leading and its noncompliance should be prevented;
- it is important to bound learning motivation with emotional side of students[4].

Academic freedom includes «freedom of choice», so students' extracurricular work varies according to leading needs of them:

- exploring the language system with the purpose of language material accumulation, doing language exercises;
- work on foreign language text as a product of linguistic culture;
- speaking practice (for example, talking to a native speaker and asking for tips, joining and being active in language learning communities);
- Selecting the feedback focus (for example, getting a language exchange partner who help getting feedback directly);
- keeping a language learning diary or journal to improve own vocabulary, grammar and ability to express different ideas.

Students in self-regulated learning environments are more motivated to learn, more actively involved in their learning and have higher self-esteem than those who study in more restrictive conditions.

So, it can be highlighted some benefits of independent learning, including improved academic performance, increased motivation and confidence and greater student awareness of their weaknesses and their ability to manage them.

The key ingredient in independent learning is the shift of responsibility for the learning process from the teacher to the student. This involved students acquiring an understanding of their learning, being motivated to learn and collaborating with teachers to structure their learning environment.

The process of independent learning should be organized with such components like planning, self-monitoring, controlling the pace and direction of the work and students' feelings of pleasure. Self-motivation is also identified as necessary for successful independent learning. In addition, essential component of efficient independent learning is positive relationships between teachers and students, based on trust [8].

The main task of learning foreign language for students is to acquire a communicative competence to use language on a professional level and for the purposes of self-education. The communicative competence refers to the ability of students to be familiar with the language patterns used in specific areas, situations, conditions and objectives of the communication. Related tasks of learning foreign languages at the present stage are the formation of independent working skills within the profession and the development of the creative potential of students.

The use of independent learning activities for development of students creates conditions for increasing motivation and quality of foreign language mastery and continuous independent language education, which is reasoned by the fact that within such activity students take responsibility for their own success in learning [5].

CONCLUSIONS. Independent studying is a philosophy of education whereby students acquire knowledge mainly by their own efforts with the goal of self-education and self-development. Independent learning helps students to think and act

autonomously, appraise own shortcomings as a learner and use effective approaches to self-management.

In the article, the following aspect was also investigated: teachers' support and organization the process of student independent learning. There is a challenge for educational institutions and teachers to provide the correct amount of guidance without providing too much direction, build trustful relationships with students and motivate them to learn.

Guidance in independent learning activities is a key necessary for effective learning in higher education, especially in the light of shifts to more independent learning practice.

The prospects for further research are seen in a more detailed study of development of students' independent work while learning languages, the outlooks of academic freedom and problems that arise during the extracurricular work.

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