AN INDEPENDENT WORK AS AN IMPORTANT FACTOR OF THE INDIVIDUALIZATION OF PROFESSIONAL TRAINING OF THE FUTURE TEACHER OF FOREIGN LANGUAGES

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It has been analyzed the content of the concept individual self-work of the future teacher of foreign languages in the process of professional training in higher education institutions within the process of extracurricular activities. The author has thoroughly investigated the contents and the structure of this notion; given his own definition, purpose and objectives of the process of "independent work"; prompted the own self-created system of individual work on the qualification of "Bachelor"; outlined the main tasks and types of work of the researched formation on-courses. According to the doctoral dissertation research it has been conducted the next stage of pedagogical experiment (individualization of self-independent work) in a specially created environment: Odessa and Kirovograd universities.

Key words: independent work, individual work, extracurricular activities, professionally-oriented training, future teacher of foreign languages, additional knowledge, system of self-individual work, developmental environment, theoretically-experimental component.

Defining of the problem and the analysis of the last researches and publications.

Whereas Ukraine declared its intention to become an equal partner in the Bologna Process, it is expected that Ukrainian High Schools will implement the educational process in accordance with European standards of language proficiency. Considering the results of the national reform and teaching of English in the secondary schools and taking into account an international practice in language education at the High Schools, it was found that the minimum acceptable level of mastering the language (LML) for the bachelor is B2 (an independent user). The criteria for this level are based on the descriptors, which were proposed by the general European recommendations of language education (2001), on the results of pre-project researches of the English language teaching of the professional direction (2004) and on a survey of experts, teachers and the student of High School.

The autonomy in the studying activity is caused by the plans of higher educational institutions, in which much of the teaching time is allocated for the independent work. In these conditions, given the specificity of the research subject, it is logical to turn to extracurricular (in our case self-independent) work of the students as one of the important sources of satisfaction of cognitive needs and as a means to support and further development of educational-professional reasons of studying English [5].

The issue that is connected with the independent work of students were devoted the works of A. Avdeyenko, I. Zadorozhna, I. Zymnya, V. Kazakova, A. Konyshева, T. Pashchenko, A. Rodynko, N. Yahels’ka, L. Yahenich. Scientists emphasize that particular importance for the organization of independent educational activity of pupils / students is textbooks and teaching aids, which should form a correct understanding of the necessity of self-study, to determine the scope, structure and content of educational material, contain guidelines for organizing the program of self-study, forms of control and criteria for its evaluation.

The problem of organization of the independent work of students attracted and continues to attract the attention of several generations of scholars (A. Aleksyuk, Yu Babanskii, O. Moroz, P. Pidkasystyy, P. Sikorski, M. Skatkin). The writings of B. Esiopov, I. Zymnya, A. Kovalyov, I. Kuzmina, A. Usova widely disclosed the content of the concept of independent work.

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There are different approaches to the definition of “independent work of students” in modern psychological and pedagogical literature. O. Aleksyuk, A. Ayurzanayn, P. Pidkasystyy, V. Kozakov determine independent work as “any organized by the teacher students’ activity which is designed to perform the didactic purpose in specially designated time”.

The problem of the definition of the term “self-study”, defining the functions of independent work, forms of organization sufficiently were well represented in the works of Ukrainian scientist: V. Buryak, V. Vertehel, N. Kalashnyk, V. Korol’, I. Levina, O. Moroz, V. Musienko, N. Promotorova, V. Tyunina. According to our assumption, the individualization of the process of extracurricular / individual work will mostly effect on the raising the efficiency of independent work of the future teachers of foreign language.

The purpose and tasks. The purpose of this writing is - to define the features of the integration aspect of the individualization of independent work of students during their training at the faculty of the foreign languages and to justify the content, principles, methods, forms and tools. The tasks of this research are to analyze and to synthesize the problems of implementation of self / individual work in a specially created environment on the basis of two educational institutions (Kirovograd State Pedagogical University named after Volodymyr Vynnychenko and Odessa National University named after I.I. Mechnikov).

The main content of the article. As a part of the program of pilot studies (doctoral thesis) of process of individualization of training of the future teachers of foreign languages in higher educational institutions we have been monitoring and analyzing the independent / individual work of students in the conditions of a specially created developing environment.

Formation of the independence is an important goal of the educational process in higher education institutions. The cognitive independence and activity are deemed as necessary personal qualities and professional skills of experts. The autonomy provides for the ability of the individuality to make their own choices without external help in making decisions on planning, organization, assessment, control of the activities and its result (self-management activities). In its turn, the activity is an essential and necessary condition of independence. [7]

Students’ individual work contributes to the development and independence. literature It was considered the interpretation of the notion "independent work" in the scientific and pedagogical literature. According to the Encyclopedia of Education, "an independent work of students" - a targeted individual or collective work of the students which is performed at the tasks and methodical guidance of the teacher, but without his direct participation [2, p. 803].

Forms of individual work in the study of foreign languages: practical lessons led by the teacher (on practical laboratory work); extracurricular with the teacher (consultations, preparation for classroom training); extracurricular without a teacher (in manufacturing practices, learning theory, homework exercises, reading new foreign specialty literature) [1].

Since we study the problem of individualization of training of future teachers of foreign language in our pedagogical activity, and the independent work we consider as a additional study to the existing (Home Reading), so the term "Independent work" of the students of the faculty of foreign languages we understand as 
a individual work (additional to "Home Reading"), which is done by the students independently without the help of a teacher, but with strict control of the teacher and self-control and aimed at development of students' skills of independent teaching and learning activities, at development and improvement of communication directly with the foreign language in the process of training of teachers, at teaching students by the techniques of rational organization of independent learning activities, at forming ability of self-organization, self-correction and self-control, and has a distinctly individualized nature.

The purpose of self - activity – to activate the cognitive activity of students in nonteaching (extracurricular) process, to develop their language skills and ability, to help those who are poor trained in foreign language. Consequently, most tasks for the independent work are selected to strengthen the practical orientation linguistic education of future teachers. The main tasks are to extend students language practice, to promote the practical purposes of individualization of the vocational training.

Considering that the individualization of training is essential for the development of creative individuality, the problem appears as one of the leading areas of improving the teacher education in
general as well as the professional-pedagogical training of the future teachers. In addition, in the practice of modern educational system we can observe the optimal combination of frontal, group and individual sessions to improve the quality of education. On the other hand, as noted by scientists A. Budarnyy, V. Buriak, P. Halperin, G. Kobernik, Ye. Rabunskyy, V. Slastyonin, T. Shamov, is the problem of self-regulatory organization of training [4].

The teaching of student by the methods of common organization of the activity plays a significant role in forming the independence and an activeness, allowing facilitate their independent work, focus on the content of tasks, rather than on addressing non-essential difficulties encountered in the work. These techniques and skills are the ability to work with the book, dictionary, technical means, the ability to organize their self education activities, to analyze tasks, classify, compare, summarize and more. Of great importance is the mastering of the method of different tasks: the ability of summarization, translation the text, writing the report, resumes, business letters [3].

Doing the independent work provides the basis for the formation of internal motivation of learning a foreign language and the general education of the students. Motivating factors of independent work of the foreign language are:

- A widespread use of professionally oriented tasks for extracurricular work of students;
- A clear definition of the scope and types of learning tasks for independent work within each module;
- The use of modern pedagogical technologies of studying, that combine evidence-based individual and collective forms of work;
- A combination of tasks of the reproductive and creative nature;
- Individualization of education with the taking into consideration the level of training and abilities of each student. [6]

Summarizing the written above, we have to admit that firstly, an independent work requires a purpose, objectives, plan to achieve the goal of self-realization and action, obtaining the result (the acquisition of knowledge, skills, abilities, developing skills for solving problems independently), control the output. Secondly, an independent work is done due to the tasks and is performed by the methodical guidance of the teacher, but it is a self-managed activities of the student. Thirdly, an independent work foreknows a cognitive interests, motives, needs in acquiring new knowledge, skills, abilities to make decisions and carry the methods of solving problems for other tasks.

Studying a long time teaching of foreign languages, and working on our thesis (candidate and doctoral), we clearly realized that the self-independent work is intended not only: for a better mastering of each discipline, for forming skills of independent work at all, for deeper acquaintance with the language, literature and culture of the country (within the "Home Reading"), but also for researching and developing the cognitive and creative abilities of the individuality of the students and for improving the communication skills of the future teacher of foreign languages.

In our opinion, our specially created developmental environment of the individualization of training of the future teacher of foreign languages (students are taught individually or in groups of several people) and the system of self-homework, which we are introducing in the process of training in the studied universities (Kirovograd and Odessa) should assist this.

We have to note that our study is within the scope of our doctoral dissertation and is subordinated to the current programs of studying foreign languages at the faculties of foreign languages.

After analyzing all the information, experience and the characteristics of the individual work we propose to introduce our self-individual work for all four courses within the educational qualification of "Bachelor". Namely:

- Within the 1-st year (once per module), we propose to implement such kind of self-individual activity as work with professional texts + exercises for them;
- Within the 2-d year (once per module), we propose to introduce the following types of individual self-work as: making the newspaper article annotation, writing works to texts that are studied in the learning process, the creating of mini-presentations;
- Within the 3-rd year (once per module), we propose to introduce the following types of individual self-work as: writing the compositions on various subjects in English, analyzing of
video-lessons and the lessons of the colleagues which were visited during the teaching practice, listening of WORLD NEWS;

- *Within the 4th year* (once per module), we propose to introduce the following types of self-study as: preparation of the scientific reports and writing the scientific articles in foreign language in the framework of taking part in the scientific circles, listening of WORLD NEWS, creating the presentations of their own lessons.

Let’s consider in details all kinds of work. So, *within the 1-st year* we propose to introduce the professional texts (about 3.5 th. pr. s.) for those specialties due to which the training students is occurred. All tasks are classified according to the form of execution: exercises that are recommended for oral performance; exercises that are recommended for implementation through written notation through pointing by different markers. However, the embodiment can be changed according to the level of training of students and conditions of implementation of individual activity. Work with the text has the following structure:

**BEFORE text tasks:**
- Give the transcription to the words;
- Fill the gaps (словоотворення);
- Find the synonyms, antonyms to the given words;
- Match English words with their Ukrainian translation and learn them by heart;
- Learn to read the text as soon as possible (3 min);

**Read and translate the text below.**

**AFTER text tasks:**
- True-False sentences;
- Combine the beginning and the end of the sentence;
- Combine the question and the answer;
- Make the plan to the text;
- Define the key-words in the given text;
- Check the resume to the text;
- Comment your attitude to the given thought;
- Show new information you can use based on the other subjects;
- Show your definition of such phenomenon;
- Make the sentences using the words and word-combinations;
- Put the sentences in the order in which they appear in the text;
- Fix the mistakes;
- Different grammar exercises due to the module-grammar theme;
- Answer the questions;
- Ask your own questions (5);
- Add or complete sentences;
- Think the title to a paragraph;
- Make the dialogue based on the text;
- Retell the text.

This type of work, in our opinion, is: to create the adaptive environment for freshman who start to get acquainted with the depths of a foreign language on the other, higher level; to expand the students’ vocabulary; to form the basics of self-activity and self-control; to start improving the communication skills.

So, *within the 2-d year* we introduce *writing the newspaper article annotation*. At first the newspapers and the articles in foreign language are offered by the teacher in semester III, and in the IV-th semester the teacher offers for students to find articles and the newspapers as printed and from the Internet independently. Also, the students are submitted with the sample annotation due to which they will perform the work. Another type of work - *writing works to texts studied in the classroom work*, allows students to sum up the knowledge of the separate module; extends more information on the particular topic; provides the ability to choose the right information; develops communication skills (while presenting their work orally); laying the foundations of work with
information independently (in terms of future scientific abstracts and articles), generates the creativity. The next type of work - the creation of mini-presentations is focused on the latest interactive-innovative and informational-communicational technologies, is designed: to improve students' independent work with modern teaching aids; to improve the communication component of foreign languages (through oral presentation); to improve the skills of independent work with information; to develop skills of reproduction of information through the mini-presentation (in terms of future presentations of their own lessons), develops creativity; provides the basics of individuality of the students.

Thus, within the 3-rd year we introduce writing the essays on the various subjects in foreign languages. In our opinion, this type of work should provide: improving the skills of abstracting; forming the skills of writing the scientific papers (in terms of degree and master works); improving the skills of independent work with information; improving the communication skills of speech (while protecting the abstract); expanding the vocabulary of the students; improving the creativity. Another type of work - listening of WORLD NEWS is aimed at developing skills of listening and comprehension as well as at improving the speech skills of the students. At first the teacher encourages students to listen to the news (maybe the BBC or any other) at home, the next step is to prepare own news listened on television or in the Internet (in foreign language), the last step is to listen to the untrained news (followed by instant playback). The next type, the analysis of video-lessons and the colleagues' visited ones during the teaching practice takes an aimed action at: improving the methodological knowledge of a foreign language; developing skills of analysis, self-analysis of the lessons; at increasing the knowledge about the modern lesson of foreign language; at developing the skills, the experience of conducting own lessons; at assimilation of thesaurus concepts which are related to foreign language lessons.

Thus, within the 4-th year we introduce the preparation of scientific reports and scientific articles in foreign language in the framework of taking part in the scientific circles. In our opinion, this type of work should promote: improving and consolidating the skills of independent research-cognitive work (in terms of degree and master works); consolidating and improving the skills of scientific work (in terms of individual postgraduate scientific research); improvement and consolidation of work with the scientific information; improvement and consolidation of artistic and creative components of educational work and the actual creation of the individuality; improving the individuality of the personality and the individual style of work. Another type of work - listening of WORLD NEWS at this stage is aimed at consolidating the listening-comprehension skills; improving and consolidating the speech skills. The next type of work - creating own presentations of the lessons: establishes the knowledge and use of thesaurus concepts of methods and methodology of creating own lessons; reinforces the skills of using interactive -innovational and informational-communicative technologies; establishes the identity formation of personality and creation of the individual style of teaching foreign languages.

So, we have determined that individualization of individual work in foreign languages gives an opportunity for the students of higher pedagogical educational institutions to receive an additional adequate level of knowledge of foreign language, involves each student to research-cognitive process, takes into account the individual level of capacity.

Conclusions and recommendations for further research. We understand that our observation is only a part of the research program we created to this problem. Further studies we see in analyzing the integration results of implementing our own system of self-individual work at the university.

BIBLIOGRAPHY


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ВІДОМОСТІ ПРО АВТОРА

Ярослав Черньонков – кандидат педагогічних наук, доцент кафедри лінгводидактики та іноземних мов Кіровоградського державного педагогічного університету імені Володимира Винниченка.

Наукові інтереси: процеси індивідуалізації професійної підготовки майбутнього вчителя іноземних мов; методика викладання іноземних мов на немовних факультетах; формування особистості майбутнього вчителя іноземних мов.