

THE ESSENCE OF INDEPENDENT STUDY SKILLS ACTIVITIES IN THE TEACHING PROCESS OF FOREIGN LANGUAGES

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Annotation. The article is about the essence of independent study skills activities in the process of teaching students of higher education institutions.

Key words: activity, subjectivity, need, motive, task, means, mastery, didactic, independent learning, productive, concepts.

Nowadays the great importance in system of training future specialists of pedagogical profile characterizes through the skills of self-education. This is due to the modernization of the content and structure of graphic education, and it requires the formation of spatial imagination and computer skills needed in a creative process. Independent learning is a method or learning process where learners have ownership and control of their learning – they learn by their own actions and direct, regulate, and assess their own learning. The independent learner is able to set goals, make choices, and decisions about how to meet his learning needs, take responsibility for constructing and carrying out his own learning, monitor his progress toward achieving his learning goals, and self-assess the learning outcomes. The concept of *independent learning* is associated with, or a part of other educational concepts and wider policy agendas, such as improving the educational experiences and outcomes for learners through student-centered learning approaches that personalize learning and enable the learner to take ownership of the learning process.

The essence of self-education and its functions.

Self-education is a purposeful learning activity which consists mastering a given information by a teacher, consolidating knowledge and skills learned from during study process. The process of self-education provides wide types of opportunities to perform a number of functions: educational, developmental, vocational guidance.

Activities of students on self-education is carried out in three main areas:

- During the training sessions organized by a teachers (in the process of making small independent assignments during lectures and practical classes);
- The various forms of independent work (carrying out different creative tasks, entertaining graphic works, course work (projects), essays, reports, etc.);
- Doing homework in an information and resource center (library).

1) The structure of students' self-education.

The main elements of students' activities in self-education:

- perception of individual objects and phenomenas;
- consciousness and creative activity;
- systematic, consistency and continuity;
- continuous improvement of the level of complexity of the work and difficulties;
- reliance on previously acquired knowledge;
- integration of knowledge and skills with related disciplines (coordination);
- being interested in supplement and enriching knowledge;
- high demands on the results of study;
- studying approach to the assimilation of new knowledge;
- conscious organization of students' activities in self-education; – emotionality and excitement of all kinds of self-education.

The concept of independent learning activities related to the field of didactics has existed for hundreds of years. From the end of the XVIII century, the independence of students was considered as one of the leading principles of teaching in the pedagogical literature. However, an analysis of the literature devoted to this problem has shown that there is still no single opinion on the essence of this concept. The need to significantly improve the quality of specialists requires a wider use of the achievements of pedagogical theory in university practice, which, in turn, requires the regulation of concepts, as the accuracy of any science concept is a

necessary condition for its existence and further development. The purpose of this section is to compare the views of different researchers, to show what is the essence of the concept of "independent learning activity" based on the current state of the problem, to identify important features of independent learning. In our opinion, it is expedient to start the definition of the concept of "independent learning activity" from the original concept in which it is formed - the concept of "activity".

In traditional philosophical theory, "activity" is one of the basic concepts that implies, on the one hand, the purposeful free will of the subject, and, on the other hand, the conflict between the objective laws of existence. Accordingly, the subjective and objective components of the activity structure are traditionally distinguished. Depending on how they relate to each other, i.e. how the activity structure is structured, the activity can be differentiated into different types. Indeed, in the ancient Greek tradition, "noietis" was the activity of carrying out an externally criticized program (command) and at the same time both the subject of the goal and the subject of the realization of this goal was called "chretis" (praxis as the creative form of "chretis"). understood) differentiated. Within the traditional forms of philosophy, the distinction of activity is also accepted according to the thematic criterion: production, social activity that occurs in the process of human influence on social processes and material activity as spiritual activity performed in social life, intellectual or artistic creative movement.

Thus, the content of the concept of "activity" in philosophy is synthetic, and due to its syntheticity (ambivalence) it is the starting point in building the conceptual apparatus of universal philosophical models at the same time their different methodological and axiological orientation. I. While Fichte was the first to show activity as the basis for the development of culture (the idea of the subject exhibiting independent activity), G. Hegel created the most advanced theory of activity and described its general scheme. In Hegel's works, the dialectic of the structure of activity (mutual definition of goals and means) is analyzed in detail, emphasizing the socio-historical conditionality of activity and its forms.

K. Marx founded the dialectical-materialist conception of activity. In particular, when describing the general features of human labor, he describes it primarily as human activity that changes nature and uses the properties of certain natural things as a means of influencing other things, thereby making them the organ of his activity. By influencing nature and changing it, man also changes his own nature. In the process of the historical development of material production and social relations, spiritual production emerged and gained relative independence. But even in this form of labor the basic qualities of material production - its universal and social character - are preserved. V. V. Analyzing the dialectical-materialist concept of activity, Davidov concludes that due to the application of the principle of monism and the rise of thought from the explicit to the abstract, this concept can be considered an integral evolving system theory. it can be an initial abstraction that all L. S. While Vygotsky founded the activity in the mid-20s on the basis of a Marxist understanding, A.D. L. Leontiev developed a historical-social concept of activity in the 1930s (Í p.500-505). The historical-social approach makes it possible to consider labor activity as a classification in all historical forms of its development, and on this basis to derive the diversity of other types of activities that have historically emerged in the social life of people. Other disciplines that study activity are based on the results of historical and sociological research; in turn, the materials of these disciplines are used to concretize historical and sociological ideas about activity. "This theory was developed on the basis of a significant expansion of research in various fields of historical sociology, the involvement of psychology, pedagogy, ethnography, cultural research, increasing the diversity of sciences, the organization of special comparative studies of peoples at different levels of socio-economic development. It is expedient to leave. "ows the creation of different theories of its particular fields "

In the late nineteenth and early twentieth centuries, in addition to the dialectical-materialist understanding of activity, other ideas were developed, which mainly belonged to such an important component of activity as movement. According to the philosophy of pragmatism, DJ Dewey created the theory of action by interpreting the theory of action as the instrumental content of concepts. M. Weber analyzed various individual social movements and highlighted the special importance of value attitude and direction in them. J. Piaget developed a different concept of human action and operational intelligence on a logical, mathematical, and psychological basis. However, in our opinion, the historical-sociological approach is the most optimal, because, first of all, it considers activity as the essence of human existence and the universal basis of culture. Second, such an approach makes it possible to combine and explain the place and role of each activity in ensuring the integrated social life of people.

Determining the general mechanisms of action is one of the main tasks of psychology. The analysis of the structure of both material and spiritual activity reveals the following basic elements that make up its approximate content: NEED-MOTIVATION ~ TASKS-TOOLS (SOLUTIONS TO PROBLEMS) - ACTION. Accordingly, in the process of interaction of the subject with reality, in general, the activity that motivates action, the targeted actions that are part of it and the automated components of these actions - operations that ensure the use of available tools and conditions to achieve the desired result.

Activity is the most important quality of the human person and has served as the basis for development in activity psychology based on the problem of the subject of psychology and the relationship of non-practical activity and consciousness. There are two variants of the activity approach, on the one hand with the research of S.L. Rubinstein's schools of psychology, and on the other hand with A. N. Presented by Leontev views. In his works, S.L. Rubinstein forms the basic theoretical principle of the activity approach - the unity of mind and activity. From his point of view, psychology should not study the subject's activities, but only the psyche, taking into account the "specific psychological content" of the activity by revealing its main purpose connections and mediation. "Activity is not only an external desire, but also a position expressed in relation to people, to society, which is confirmed by the activity of humanity, manifested and formed in his whole being." S. L. Rubinstein rejects the formation of "internal" mental activity from "external" practical activity through internalization: a plan of any internalization (spiritual) already exists.

The concept of 'learning activity' is seen as a synonym for 'learning', 'reading', 'teaching', i.e. the basis of this process is assimilation, 'representing the purpose and outcome of learning activity', the mechanism of which is internalization. According to I.A. Zimnyaya, generalization in the process of assimilation takes place in three directions - the generalization of the rule of motion, the program and the method of action. V. V. According to Davidov, "the acquisition of scientific knowledge and related skills is manifested as the main goal and the main result of the activity."

K. D. Ushinsky put forward the basic ideas and conditions of independent learning used by modern researchers:

■ Independent cognitive activity is "the only solid foundation of any productive doctrine," and passive activity is "the experience of others, not activity."

■ "The existence of barriers is a necessary condition for the existence of activity - without such an unconditional activity itself is impossible."

■ The need to take into account the age characteristics of students, the gradual weakening of support as the child grows older "always allow the child to function in his own strength and help him only in places where there is a lack of strength, but this help gradually as the child grows older should weaken. "

Thus, "independent learning activity" is a person's ability and need to learn without external help, that is, independent learning. In the "Pedagogical Encyclopedia" (1966) and the "Pedagogical Dictionary" (1960), independent learning is defined as "education received outside of educational institutions through independent work". Here we encounter a contradiction in determining the nature of independent cognitive activity, particularly in the didactics of higher education, which leads to a lack of consensus. In defining the essence of independent activity, some authors of dissertation research, linking the concept of "narrow" with their research problem, gave the essence of independent activity in the sense of "broad" (above) and "narrow" (Molonova, Fedorova), while others, on the contrary, expanded the concept of educational activity, including the activity of learning and independent work (Sturova, V.Teri).

The analysis of scientific literature has shown that today the problem of independent education has not only lost its relevance, but has also become more relevant, taking into account the needs of the modern stage of development of our country and the need to educate a creative personality capable of solving important socio-economic problems. In our understanding, the independent educational activity of students is a set of educational actions, the implementation of which is characterized by the independence of students, that is, a system of actions inherent in independent learning, the acquisition of knowledge. Independent reading and learning activities are similar to learning activities (in terms of the main components) and independent learning (in terms of the nature of motivation and methods of learning activities), but there are also differences from them.

Thus, students' independent learning activities can be interpreted as a system that combines partially independent learning activities and truly independent learning activities. Let us emphasize that the concept of "independent educational (educational) activity of students" is a joint concept of teaching and learning.

Thus, the process of independent learning of students in the process of mastering grammatical concepts is defined by us as a system of learning activities carried out by the teacher under his indirect guidance during classroom (extracurricular) lessons aimed at the gradual (use of awareness) of grammatical concepts in the process of independent work of students.

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