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ВНУТРІШНІХ СПРАВ

**АКТУАЛЬНІ ПРОБЛЕМИ НАВЧАННЯ
ІНОЗЕМНИХ МОВ
ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ**

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Рецензенти:

Дяк Т.П., доцент кафедри прикладної лінгвістики НУ «Львівська політехніка» кандидат педагогічних наук, доцент

Сидорук І.І., декан факультету №2 ІПФПНП Львівського державного університету внутрішніх справ кандидат юридичних наук

А 43 Актуальні проблеми навчання іноземних мов для спеціальних цілей: Збірник наукових статей / Укладач: І.Ю. Сковронська. Львів: ЛьвДУВС, 2022. 173 с.

До збірника увійшли методичні напрацювання, що стосуються виховання мовної культури як забезпечення лінгвістичної безпеки держави, формування інішомої компетентності правоохоронців України зокрема, та міжкультурної інішомовної компетентності загалом, організації самостійної роботи здобувачів, інноваційних форм та методів навчання мов, психолінгвістичних можливостей людини при вивченні та використанні іноземних мов, здійснення освітнього процесу у сучасних умовах з використанням онлайн-навчання як альтернативної форми традиційного навчання. Закцентовано увагу на викликах та можливостях навчання мов у сучасних умовах, мультикультурному аспекті цієї проблеми.

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внутрішніх справ, 2022

Мар'яна КАЩУК,

кандидат педагогічних наук, доцент

(Львівський державний університет внутрішніх справ)

**INDEPENDENT WORK OF APPLICANTS FOR HIGHER EDUCATION
IN THE CONDITIONS OF DISTANCE EDUCATION
(based on the English language)**

Анотація. У статті наведено визначення поняття «самостійна робота». Визначено роль самостійної роботи здобувачів вищої освіти в умовах дистанційного навчання. Запропоновано різноманітні види вправ та завдань для самостійної роботи, які мають позитивний вплив на оволодіння англійської мови здобувачами вищої освіти під час дистанційного навчання. До того ж, систематизовано завдання за видами самостійної роботи, а саме виділено репродуктивну, евристичну та дослідницьку самостійну роботу. Наголошено на ролі викладача в організації самостійної роботи для здобувачів вищої освіти.

Ключові слова: самостійна робота, дистанційне навчання, здобувач вищої освіти, види діяльності, види самостійної роботи.

Abstract. The article defines the concept of "independent work". The role of independent work of applicants for higher education in the conditions of distance learning is determined. Various types of exercises and tasks for independent work are proposed, which have a positive effect on mastering the English language by applicants for higher education during distance learning. In addition, tasks are systematized by types of independent work, namely reproductive, heuristic, and research independent work. The role of the teacher in the organization of independent work for applicants for higher education is emphasized.

Key words: independent work, distance learning, applicant for higher education, types of activities, types of independent work.

Formulation of the problem. Independent work of applicants for higher education is an integral part of the Working Curriculum for the implementation of an educational and professional program in any discipline. It is known that today no fewer hours are allocated for independent work, and sometimes even much more, than for classroom lecture or practical work. Independent work is a kind of continuation of the work that takes place in the classroom, and in the conditions of distance learning, it has acquired great importance, because in order to consolidate knowledge more deeply and effectively, the applicant for higher education must engage in continuous self-education.

The term "Independent work" is quite broad and therefore does not have a clear definition. By the independent work of those who study, scientists understand:

- a means of consolidating educational material, activating cognitive activity;
- work carried out for the acquisition of new knowledge and skills in a specially allocated time without the participation of the teacher, but on his behalf and under his guidance;
- a set of educational actions, with the help of which independent consolidation and deepening of previously acquired knowledge, abilities and skills, as well as mastering of new ones take place [2].

Analysis of the latest research. Theoretical and practical aspects of independent work of applicants for higher education were and are the subject of research by many scientists. At the current stage, certain aspects of the outlined problems are highlighted in the publications of L. Voyevidko, N. Volkova, O. Konoshevskyi, O. Pinska, I. Nahrybelna and others. Many researchers focus in their works on the problems of organizing independent work using information and computer technologies, as well as in the conditions of distance learning. They include, in particular: N. Boyko, L. Lyakhotska, L. Zhuchenko, M. Umryk and others [1, p. 162].

The purpose of our study is to determine the role of independent work of applicants for higher education in the conditions of distance learning.

Presenting main material. In addition to lectures, practical and seminar classes, an important form of the educational process is the independent work of applicants for higher education, which involves focusing on active methods of acquiring knowledge, developing creative abilities of applicants for higher education, mastering the skills of self-study and self-education.

Implementation of the process of self-study of applicants for higher education is carried out through educational and methodical support of the learning process. This includes, in particular, *Methodological recommendations for independent work of applicants for higher education* in a certain discipline, the content of which provides for the General provisions, which disclose the forms of independent work, the number of hours provided for independent work of applicants for higher education for a specific specialty, and also indicate the purpose; Methodical recommendations for independent work (types of independent work are offered, which in the case of the discipline "Foreign Language" are aimed at improving the skills of speech activity); Information resources for studying the discipline.

The purpose of the independent work of applicants for higher education includes the following: intensification of mental activity of applicants for higher education; formation in applicants for higher education of continuous independent replenishment of knowledge; the acquisition of a deep system of knowledge by the applicant for higher education as a sign of the strength of knowledge; to form communicative competence of applicants for higher education; to acquire communicative experience that contributes to the development of creative abilities and encourages self-realization of specialists, activates cognitive interests, implements heuristic abilities as determinants for the formation of professional skills and competitiveness in the labor market; to develop the skills of optimal behavior in the professional sphere: to influence the interlocutor with the help of skillful use of various language means, to master the culture of monologue, dialogue and polylogue; to perceive and reproduce specialized texts, learn professional vocabulary and terminology; to form a clear and correct understanding of the role of a foreign language in professional activity; to ensure perfect mastery of modern foreign language norms and compliance with the requirements of the culture of oral and written

communication; to develop self-control skills for observing language norms in communication; to develop the creative thinking of future specialists; to cultivate respect for language traditions; to develop skills in operating professional terminology, editing, correcting and translating official business texts, etc.

Independent work can be carried out in different ways, taking into account different aspects, opportunities and conditions. It is possible to offer an extremely large number of tasks and various types of activities for the independent work of applicants for higher education. Since in our research we focus on the educational process precisely in the conditions of distance learning, we consider it appropriate to offer such, in our opinion, effective and efficient tasks that would contribute to the practical assimilation of the educational material discussed at the practical lessons. In our research, we will present the types of tasks, which from our practical experience were really productive and had a positive impact on the mastery of English by applicants for higher education during forced distance learning. These types of activities include, in particular, the following:

- pass vocabulary and grammar tests on the Moodle / MIA platforms, using background knowledge according to the topic of the tasks;
- perform lexical or grammatical tasks without suggested answer options, using basic knowledge according to the topic of the tasks;
- give oral or written answers to the questions on the subject of the lesson;
- write a review on the read passage of the text, articles of a professional and scientific nature;
- write an essay on a given topic related to the subject of the lesson;
- express orally or in writing arguments "for" and "against" regarding the proposed statement;
- describe the pictures, give answers to the pictures;
- prepare a role play in pairs according to the given situation;
- listen to TED Talks videos on current topics or on the topic of the lesson and give written answers to questions prepared in advance by the teacher;
- convey orally a summary of the task read or listened to;

- write official letters of various types, based on previously acquired theoretical knowledge of conducting correspondence in English, etc.

From the above types of tasks, it can be undoubtedly stated that these tasks have different degrees of complexity and are aimed at improving all types of speech activity (reading, speaking, writing, listening), which is an indispensable condition for learning any foreign language. Since independent work should contribute to the development of the creative potential of the applicant for higher education and the realization of professional skills, the tasks can be both individual and group in nature.

The organization of extracurricular independent work of applicants for higher education in a foreign language consists in the need for a broader overview of the subject of the course using the main and auxiliary literature, analytical understanding of theoretical material, the formation of general conclusions, independent study of theoretical material, the ability to independently process texts of a professional nature, the ability to independently solve vocabulary-grammar tests on various educational platforms.

Taking into account the level of mastery of a foreign language by applicants for higher education and the level of creativity, the teacher can recommend tasks that would correspond to the following types of independent work:

- *reproductive independent work*, carried out according to a certain pattern (performance of typical template exercises, filling in tables, performance of training tasks that require comprehension, memorization and simple reproduction of previously acquired knowledge); such tasks are suitable for applicants for higher education with an average level of foreign language;

- *heuristic independent work* aimed at solving problematic tasks, obtaining new information, structuring it and using it in new situations (compilation of supporting notes, feedback on what has been read or listened to, writing annotations, solving creative tasks, composing dialogues);

- *independent research work*, which is focused on conducting scientific research (processing of additional scientific sources; writing an article; writing a conference speech report; creating presentations using the latest technologies).

Undoubtedly, the organization of independent work of applicants for higher education cannot be effective without the indirect participation in this process of the teacher himself, with his skills and abilities to properly organize independent work; encourage, motivate, and inspire applicants for higher education to constantly seek and acquire new knowledge; reveal one's own potential and form among applicants for higher education an interest in knowledge, a creative approach to the performance of educational tasks.

Conclusions. Independent work is an integral part of the educational process, no less important than a lecture, practical or seminar class, because for a future professional in any field of activity, it is important not only to assimilate the information heard or seen in class, but also to master the methods of its deepening and improvement, creative understanding. In our opinion, all forms and types of independent work should solve not only educational tasks, but first of all the problems of self-development and self-improvement of the individual, thereby preparing him/her for future professional activity.

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