

Хоча деякі викладачі з нею не погодяться, Клімова вважає: «Це лише питання часу, коли штучний інтелект замінить нас як викладачів іноземних мов... Утім, викладачі відіграватимуть важливу роль як наставники та фасилітатори, особливо для початківців і людей старшого віку, тому що добре розуміють індивідуальні стилі навчання, мовні потреби та цілі кожного учня», – каже лінгвістка⁵.

Викладачам доведеться ретельно переглянути свою роль у навчанні, адже самостійне вивчення мови за допомогою ШІ вже незабаром може стати реальністю⁶. «Технологія вже існує, і нам доведеться прийняти це та переглянути наші методи навчання та оцінювання», – радить Клімова.

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5 Крістін Ро. Як штучний інтелект допомагає вчити іноземні мови. BBC NEWS Україна. 26.06.2023. STINE RO

6 A. Alam, "Should Robots Replace Teachers? Mobilisation of AI and Learning Analytics in Education," in ICAC3N, Mumbai, India, 2021. DOI: 10.1109/ICAC353642.2021.9697300.

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THE ESSENCE OF THE INDEPENDENT WORK AS AN EDUCATIONAL ACTIVITY OF THE STUDENTS AND CADETS (based on the English language)

INTRODUCTION

The development of Ukraine is determined in the general context of the European integration with the orientation towards the fundamental values of world culture: parliamentarism, human rights, national minorities rights, liberalization, freedom of movement, freedom of education at any level, etc. which is an inalienable attribute of the civil democratic society. In this context reforming higher education in Ukraine, in particular, supposes the usage of the means for entering of the national system of education into the European space realizing such demands, criteria and standards as lifelong learning; the motivated involvement of the students and cadets in education; promoting the attractiveness and competitiveness of the European space of higher education and science in the other regions of the world. Lifelong learning means developing a successful life strategy, forming the necessary conditions for revealing the potential possibilities of a per-

sonality and their all-round professional development. The ability to respond to the time requests, to take a conscious civic position, and to have critical thinking becomes the main priority today¹. Lifelong learning is an inalienable element of the European space of higher education. The needs and abilities of the personality to self-education must be formed. In future Europe where knowledge is the basis of the society and economy the strategy of forming the system of post graduate education for overcoming the problems of the competitiveness, applying the new technologies and improving the unity of the society, equal possibilities and quality of life is necessary².

United Europe today is a big multicultural society in which the Europeans develop their ability to communicate with the help of the better command of the modern European languages. The new national and global realities need qualitatively modernized education, and education, in its turn, needs the new technologies, ideas, approaches, and substantial capital investments. The educational branch in Ukraine which has chosen the way of the cardinal reforms, entering the European educational space, improvement of the quality of education, needs to concord all of its components with the generally accepted world standards that will correspond to the best world models. The modern society and the labour market that quickly develops need it; the new demands are put before the countries which develop their own democracies, the citizens need it on the way to improving their well-being and the general human development³.

The new needs of the society and personality have determined the social order to the system of education. The main orientator of education is forming a creative personality which is capable of self-development. The modern social order demands educating the independent, initiative and responsible members of the society who can effectively interact while fulfilling the social, industrial, and economic tasks. The fulfilment of these tasks needs the essential strengthening of the independent and productive activity of the students and cadets, development of their personal qualities, creative abilities, and their skills to acquire new knowledge independently and to solve the problems orienting in the life of the society⁴. The considerable changes in education and conditions of work cause a great need

1 Іванько В. В., Морозова С. М. Європейська концепція навчання протягом життя. 2018. URL : <http://molodyucheny.in.ua/files/journal/2018/4.3/8.pdf>

2 Журавський В. С., Згуровський М. З. Болонський процес: головні принципи входження в Європейський простір вищої освіти. К.: Політехніка НТУУ «КПІ», 2003. С. 64.

3 Овчарук О. Якість освіти: світовий контекст. Крайні науково-педагогічні працівники вищих навчальних закладів України. К.: Вид-во «Болгов Медіа Центр», 2006. Вип. 3. С. 102.

4 Пометун О. І. Теорія та практика послідовної реалізації компетентнісного підходу в досвіді зарубіжних країн. Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи: Бібліотека з освітньої політики. К.: «К.І.С.», 2004. С. 16.

in lifelong education, so they bring to the fore the ability and skills of a person to self-education, independent learning activity, perceptive independence, independent work, which is a form of education, and its means, and its aim. Forming and developing the independent work, the ability to study independently is a very important and responsible aim of an academic process. The development of independence means the development of the ability to study under one's own control. The increasing of the role of the independent work of the cadets and students is a stable tendency which characterizes the establishments of higher education⁵.

The issues of self-education, independent work, independent activity (various scholars name this process differently) is very topical nowadays but it is not new. J.A. Komenský wrote that alpha and omega of our didactics should be searching for and discovering the method by means of which those who teach would teach less, and those who study would study more⁶. K.D. Ushynskiy said that a teacher lives until he studies. K.D. Ushynskiy believed characterizing the organizational aspects of the pedagogical process that only the independent work of a student creates the conditions for deep mastering of knowledge and is the only strong basis of any fruitful study⁷. A. Diesterweg, paying great attention to the students' independence, underlined that only that knowledge and abilities are valuable which are acquired independently. Nothing can fill the mind. It must embrace everything independently and process it⁸. J.J. Rousseau pointed that the independence and independent activity of a child must be the method of studies. If you study yourself you get clearer and more likely concepts about the things than about those with which we get acquainted during the lessons of others⁹.

Though the problem of planning and organizing the independent work of the cadets and students attracts the attention of the scholars, teachers, methodologists and psychologists (E. Androsyuk, S. Arkhangelskiy, Yu. Babanskiy, V. Buryak, M. Harunova, A. Molyboh, M. Moro, O. Nilson, R. Nizamov, N. Nykandrov, P. Pidkasystyi, T. Shamova, A. Usova, Verbytskyi, B. Yesypov, L. Zankov and others), though there are numerous directions of the research which is deep and broad, this problem has not been developed from the point of view of the modern paradigm of education sufficiently. The modern paradigm of education demands

5 Зеленська О. П., Євсєєва А. П. Формування і розвиток навичок самостійної роботи студента з іноземної мови у вищій школі. Планування та організація самостійної роботи курсантів і студентів з іноземної мови у ВНЗ МВС України. Львів: ЛьвДУВС, 2005. С. 64.

6 Коменский Я. А. Избранные педагогические сочинения. М.: Гос. уч.-пед. изд-во Мин. просвещения РСФСР. 1955. С. 162.

7 Ушинский К. Д. Избранные педагогические сочинения. М.: Просвещение. 1974. Т. 2. С. 226.

8 Дистервег А. Избранные педагогические сочинения. М.: Учпедгиз. 1956. 374 с.

9 Руссо Ж.-Ж. Педагогические сочинения. М.: Просвещение. 1981. Т. 2. С. 214.

the further versatile research, especially concerning the methodical advice and practical tasks, that are used for organizing the independent work of the cadets and students, particularly at the specialized establishments of higher education, for example, of the system of the Ministry of Internal Affairs of Ukraine.

1. The Independent Work as a Form of an Educational Activity. The General Characteristic of the Independent Work

Among the directions according to which the concept of continuous education and lifelong education is realized the forming of the necessity and ability of the personality to self-education is foreseen. This task is exceptionally important because the person must be able to work independently to be a qualified specialist, to orient in everything new that concerns their speciality, to be able to analyze, classify, choose the main, essence, to conclude and make certain decisions, i.e. to raise one's professional qualification systematically. The process of the professional training of the specialists is a complex as to its structure, multifaceted and multifunctional system of the didactic influence on the personality of a cadet or student with the aim of forming the abilities and skills necessary for the effective realization of the future professional activity. A modern specialist must think maturely and act actively, show interest in theoretical knowledge, and use it in practice. Thus, education as the basis of the development of the personality, society, and state is a determining factor of the political-socio-economic, cultural and scientific vital activity of the society, and the country should have the conditions for the development, self-affirmation, and self-realization of the personality during the whole life¹⁰.

The level of educating the cadets and students who are able to solve the complex scientific, socio-political, etc. tasks is determined, first of all, by the ability of the teachers of various disciplines to use the scientifically well-grounded methods of teaching. The transition of the teacher from the recipe methods to the conceptual ones demands their perception of the main priorities in their activity. Only in the system of the various methods which stimulate the development of the creative activity of the cadets and students the pedagogical activity as a multifaceted, complex process of forming the professionally, ideologically, and morally mature personality of a specialist is achieved. The search of the effective means of managing the development of the creative potential of the cadets and students is connected with improving the methods of education which are directed towards

¹⁰ Національна доктрина розвитку освіти. Болонський процес: нормативно-правові документи. К.: Вид-во Європейського університету, 2004. С. 6, 7.

raising the role of the cadet or student as an active subject of the pedagogical process. The independent work of the students and cadets during the practical classes and extracurricular activities at home without a direct participation of a teacher is an important and very effective method of teaching. The modern higher school must not only form the student's solid basis of knowledge, skills and habits, but also develop as much as possible their mental activity: to teach to think, independently enrich and renovate knowledge, consciously use it during solving the theoretical and practical tasks. The popular wisdom says "Live and learn". The task of the teachers is not only simply to give knowledge, to inform about it in a certain system, but with the help of knowledge to teach the students to think, look for and find the answers to the questions on the basis of known knowledge and to acquire new knowledge¹¹.

The establishments of higher education continue to look for the forms and methods of the optimal planning, rational organization and effective control over the independent work of the students and cadets. The research of the scientific organization of the independent work at the establishments of higher education is topical nowadays taking into consideration the development of the informative and communicative technologies, quick growth of the information in the modern world, limited possibilities of its acquiring by the cadets and students, their not full awareness of the necessity of self-education, the insufficient amount of certain technologies of the realization of the independent work and the necessity of its optimization, and the glowing importance of distance learning.

Taking all the above mentioned into consideration it is expedient to define how various scholars treat the concept of the independent work, what is common and different in their treatments, to give a brief overview of the main pedagogical and methodical achievements pertaining to the independent work during the last 35-40 years, and to find out if the approaches to treating the independent work of the students and cadets have changes during this period of time. The analysis of the modern scientific sources is necessary and important because of the significant experience which has been accumulated in the theory and practice of higher education that can be useful for solving the numerous problems concerning the independent work at the establishments of higher education under modern conditions.

The independent work is regarded as one of the main components of higher education, because it is the basis of continuous education, possibility to improve one's qualification, and helps to promote self-education. The correctly organized

11 Зеленська О. П., Янков А. В. Пізнавально-креативна діяльність студентів під час самостійної підготовки з іноземної мови. Планування та організація самостійної роботи курсантів і студентів з іноземної мови у ВНЗ МВС України: Збірник наукових праць. Львів: ЛьвДУВС, 2005. С. 73-78.

independent work of the cadets and students is the choice of the methods of active learning, the aim of which is quality. That is why this activity occupies a proper place in modern higher education and needs the constant improvement and attention¹².

S. Arkhanhelskyi, V. Buryak, Ye. Honcharova, B. Yesypov, V. Kozakov, T. Krylova, N. Kuzmina, A. Lynda, A. Molyboh, N. Nykandrov, R. Nizamov, M. Nosenko, P. Pidkasystyi, T. Sytnyk, Z. Slyepkan, M. Soldatenko, B. Sus are among the scholars who research the problems of the independent work, self-education, independent activity.

S. Arkhanhelskyi treats the independent work as an independent search for the necessary information, acquiring knowledge, and using this knowledge for solving the academic, scientific and professional tasks. The main components of the independent work are the creative perception and the correct comprehension of the educational material during the lectures, credits, exams, and writing the course, qualification and diploma papers¹³.

P. Pidkasystyi defines the independent work as a method of the organization and fulfilment of a certain activity by the students in accordance with the set goal, but he does not concretize how this activity should be carried out. He considers the independent work to be the main stimulus that constantly supports the active state of the students, the search dominance in the cortex of the large hemispheres because they have the great potential possibilities. P. Pidkasystyi believes the level of the independence to be different in the various forms of the organization of the educational activity, and he states that it depends on the organization of the educational process in the systems of full-time education, extra-mural education, distance education, the methods of conducting the classes, the personality, the level of the intellectual development, the academic readiness of the student, and also on the personality, pedagogical qualification and the style of work of the teacher. Taking into consideration the structure of the students' activity P. Pidkasystyi defines four types of the independent work: 1) the independent works according to the model; 2) the reconstruction independent works; 3) the variable independent works, and 4) the creative works. But it should be mentioned that there is no very great difference between the reconstruction and variable independent works, and the scholar admits it, saying that according to the character of the stimulating activity of the students by the variable independent works they preserve the succession and connec-

12 Воевідко Л. М. Організація самостійної роботи здобувачів вищої освіти. Педагогічна освіта: теорія і практика. Кам'янець-Подільський. 2016. Вип. 21. Ч. 2. С. 25-31.

13 Негривою О. О. Проблема організації самостійної роботи студентів іноземної мови. Наука і освіта: науково-практичний журнал Південного наукового Центру НАПН України. Одеса. 2012. С. 112-113.

tion with the reconstruction works, though, in his opinion, they have qualitative differences¹⁴. We think that it would be more logical to name the variable independent works the cognitive-searching ones or the first (lower) level of the creative works, because such definition, in our opinion, reflects the essence of this type of the works better. P. Pidkasystyi also regards the independent work at a higher school to be a specific pedagogical method of the organization and management of the independent activity in the educational process¹⁵.

N. Kuzmina speaks about the formation of the students' needs in self-upbringing, self-education considering that the needs to reveal one's own independence, creativity, to assert one's identity are strongly marked, that is why the tasks of the teachers in this direction are to transform the pedagogical aims into the psychological ones; and that the essence of every form of education is in that it is the means of organizing the cognitive activity¹⁶.

A. Molyboh treats the independent work as the basis of any education, including the higher one, the aim of which is processing the acquired during the classes information into knowledge, processing knowledge into the skills and when the proper conditions are created training the acquiring habits. He also gives the classification of the independent work according to the types of works: 1) acquiring the information during the classes, its comprehension and writing its content in the form of a summary; 2) learning the educational materials and primary sources, making summaries, and working on the lecture summaries; 3) summarizing and processing the acquired information into knowledge; 4) solving the tasks, fulfilling the homeworks – acquiring skills; 5) using acquired knowledge and skills while solving the practical tasks (practice, projecting) – forming habits and developing creativity¹⁷. Thus, A. Molyboh classifies the independent work according to its didactic purposes.

B. Yesypov thinks that the independent work which is included into the process of education is the work that is carried out without a direct participation of the teacher, but according to his instructions and tasks at a specially defined for this work time and under his control and the students consciously want to achieve the goals set in the task, understand the educational material, define the main issues, find the answers to the questions realizing in different forms the results of their intellectual and physical efforts¹⁸.

14 Пидкасистый П. И. Самостоятельная деятельность учащихся. М.: Изд-во «Педагогика», 1972. С. 43, 96, 171.

15 Пидкасистый П. И., Беляев В. И., Межериков В. А., Юзефовичус Т.А. Педагогика. СПб.: Академия, 2010. 512 с.

16 Кузьмина Н. В. Методы системного педагогического исследования. Л.: ЛГУ, 1970. С. 14.

17 Молибог А. Г. Вопросы научной организации педагогического труда в высшей школе. Минск: Вышэйшая шк., 1975. С. 179, 180.

18 Есипов Б. Самостоятельная работа учащихся на уроках. М.: Учпедгиз, 1961. С. 18-19.

V. Buryak supposes that the independent work of the students can be the basis of the reorganization of their position in the educational process because they may manifest their motivation, single-mindedness, self-organization, independence self-control and other personal features with the help of the independent work. V. Buryak treats the independent work, firstly, as the result of the correctly organized educational process during the classes that motives its broadening, deepening and continuation in free time, secondly, as the paralelly existing employment of the student according to the programme pertaining to acquiring this or that material which has been chosen by them either from the ready materials or developed by themselves; thirdly, the independent work must be treated as a specific form (type) of the educational activity of the students. It is the higher form of their educational activity, the form of self-education which is connected with the work of the students in the class. As to the psychological treatment of the independent work it must be realized as a free as to the choice inner motivated activity. To reveal the characteristic features of the independent work it is necessary to analyze its inner and outer sides. The outer side is determined by the teaching functions of the teacher, and the inner one by the cognitive functions of the student¹⁹. So, in his opinion, the independent work is the educational activity which is organized by the student, is dependent on their cognitive motives, carried out at the most convenient for them time and is controlled by them.

I. Zymnya defines the independent work as a purposeful, inner motivated, structured by the very subject in the totality of the actions that are carried out by the him and which is corrected by him according to the process and result of the activity. Its fulfilment demands a rather high level of self-consciousness, reflection, self-discipline, personal responsibility, and gives the subject of education satisfaction as the process of self-improvement and self-knowledge. The self-regulation of the student supposes the ability to programme the independent activity, i.e. to choose the method of transforming the given conditions, means for transforming, defining the sequence of the separate actions under conditions of the particular aim of the activity²⁰. The role of the chief subject in the independent work belongs to the student, not to the teacher. That is why the independent work includes a flexible, indirect control which is carried out both by the teacher and the programme of actions, and also by the content of the educational material, which, in its turn, must assist developing self-control and self-assessment.

19 Буряк В. Самостійна робота як вид навчальної діяльності школяра. URL : <http://elibrary.kdpu.edu.ua/xmlui/handle/123456789/4652>

20 Зимняя И. А. Основы педагогической психологии. М.: Просвещение. 1980. С. 3

P. Scherban considers the independent work to be one of the main features of intensifying education and methods of the creative and transforming work of the teacher when controlling training and self-education²¹.

T. Krylova defines the independent work of the students as a specific form of the educational activity directed towards forming the students' independency, acquiring by them the totality of knowledge, skills and habits which is carried out under conditions of forming a particular system of the organization of all the types of the academic classes. She believes that the independent work has such functions as the cognitive, self-educational, prognostic, corrective, and upbringing ones²².

S. Honcharenko considers the independent work to be the various types of the individual and collective educational activity of the pupils that is carried out during the classes or at home according to the tasks given by the teacher, under his control, but without his direct participation in it. Such work requires the active mental activity from the pupils, the independent fulfilment of the various cognitive tasks, and the usage of former acquired knowledge. S. Honcharenko indicates the most frequently used types of the independent work (work with the textbooks, manuals, didactic materials, etc.); states that the tasks for the independent work can be frontal and individual ones, and that they should take into considerations the pupils' peculiarities and cognitive possibilities, etc. S. Honcharenko also speaks about the independence which is one of the peculiarities of the personality. It is characterized by two factors: the first is the set of the means – knowledge, skills, and habits which the personality has; and the second is the attitude of the personality to the process of the activity, its results and conditions of fulfilment²³.

We have mentioned and analyzed the works pertaining to the independent work by those scholars who practically laid the foundation of the concept of the independent work. Certainly, there were some other scholars who also researched the various aspects of this very important issue, among them V. Kozakov, R. Nizamov, N. Nykandrov, Z. Slepkan, M. Soldatenko, B. Sus.

The analysis of the various treatments of the independent work by the scholars testifies to the fact that though their definitions are somewhat different they have many aspects in common. These common issues pertain to the following notions:

- it is a specific pedagogical method, a specific form of the educational activity;

21 Щербань П. М. Прикладна педагогіка. К.: Вища школа, 2002. С. 44, 50.

22 Крилова Т. В. Наукові основи навчального матеріалу студентів нематематичних спеціальностей (на базі металургійних, енергетичних і електротехнічних спеціальностей вищого закладу технічної освіти: дис. ... докт. пед. наук: 13.00.04. К. 1999. С. 190.

23 Гончаренко С. Український педагогічний словник. К.: Либідь, 1997. С. 297.

- it is included into the process of education, and it is one of the main features of intensifying education;
- it is an independent search for the necessary information, acquiring knowledge, processing the information into knowledge, processing knowledge into skills and then training certain habits;
- it is the various types of the individual and collective educational activity of the students and cadets;
- it is an inner motivated activity, and it is the means of organizing the cognitive activity;
- it is carried out without a direct participation of the teacher, but under his control.

If we analyze the papers of the scholars which have been published recently, we can come to the conclusion that they are based on the works of the above mentioned scholars and analyze the independent work of the pupils, students and cadets under new conditions.

The scholars analyze such aspects and issues of the independent work of the cadets and students at the establishments of higher education as:

- ✓ the importance of the independent work of the students in their professional training (L. Hula, T. Kartel, M. Suryakova);
- ✓ the strategy of strengthening of the independent work of the students in the context of the accession of Ukraine to the Bologna process (N. Vnukova);
- ✓ the independent work of the students as an effective component of education according to the credit-module system (V. Liventsova, S. Maschenko, T. Levadna);
- ✓ the modern approaches to organizing the independent work, among which is the usage of the computer and creating the electronic educational-methodical complexes (I. Mischenko, O. Kokovska);
- ✓ the interrelation of a teacher and a student on the basis of the partnership in the process of modern professional training (I. Popova, S. Kvitka);
- ✓ the analysis of the efficiency of the independent work of the students while using the informative technologies (M. Kostikova, I. Skrypina, L. Mats);
- ✓ the organization of the independent work at the establishments of higher education under conditions of realizing the multilevel model of education (B. Huzanov).

Taking into consideration the above mentioned we can come to certain conclusions about the role of the independent work in the process of education, acquiring new knowledge, forming the abilities, skills and habits, and developing creativity:

- teaching to work independently is one of the aspects of the scientifically organized work both of the students and teachers;
- the properly organized independent work gives the opportunity to take into account the individual possibilities of the cadets and students and to carry out the individual approach to the students and cadets;
- in the process of the individual work the students or cadets acquire full and deep knowledge that is characterized by the consistency, efficiency, flexibility, and strength;
- the independent work motivates the students and cadets to use the former learned material and learn the new one;
- the independent work which is carried out after the classes gives the possibility to use the time during the practical classes for fulfilling the more effective and necessary types of the works;
- the ability to work independently on a certain subject has the pragmatic aims: if the student or cadet masters this ability in a proper way they will be able to improve it after graduation from the establishment of higher education under conditions of having the necessary motivation, interest and goal; the independent work plays an important role in improving such professionally-important qualities of the personality as the persistence, and purposefulness;
- the activation of the independent work enables to make independent decisions and to develop the critical thinking and thinking abilities, thus, the independent work objectively influences forming the independent thinking and opinion. Learners bring different concepts, knowledges, experiences and learning strategies to their language learning. It is important to create opportunities for learners to develop an understanding of how they think and learn. Metacognitive strategies (thinking about how you think and learn) can help learners become independent in their academic learning journeys²⁴.
- the students or cadets have the possibility, taking into consideration one's own individual peculiarities and abilities, to fulfil the individual work during the time which is convenient for them, in a convenient place, to work on the volume of the material which they can cope with, to choose their own or proposed by the teacher plans of the actions, forms, methods and means of the academic activity, to carry out the self-control, self-analysis and self-assessment, i.e. they adapt the process to their abilities and needs; actually the stu-

24 Si'ilata R. K., Hansell K., Jacobs M.M. Aseta M. Working with English language learners: A handbook for learning assistants. Ministry of education. 2022. P. 21.

dents or cadets can manage their own educational activity and can continue to do it after graduating from the university;

- the new methodical approaches and technologies give the possibility for the students and cadets to form the educational competence quickly and effectively;
- the students and cadets can work on any theme and research it during the time they need, the independent or group search activity of the students or cadets which they control themselves is stimulated, because they are provided with autonomy and independence.

The important condition of organizing the independent work of the students or cadets is their awareness of the final aim, knowledge of the forms and means of the control of their independent activity, providing the informative and methodical materials which can help them during their work, and the availability of the motivation, interest and inner belief in the expediency and correctness of carrying out such type of work.

2. The Role of the Independent Work in Learning a Foreign Language

What concerns the efficient professional training of the specialists it is absolutely impossible without their command of the foreign language, and not only because the quantity of various contacts of Ukraine with the other countries becomes greater, but because the modern specialist cannot be highly qualified, intelligent, thinking without the command of the foreign language. The language training becomes the foundation of education at the higher school. The dominant motives of learning the foreign language at the establishments of higher education are the professional interest; general cognitive interest; linguistic interest; ethnic interest²⁵. The Sorbonne joint declaration on the agreement of the system of higher education in Europe states that the students must have the access to the various programmes, including multiprofile education, to develop the level of their command of the foreign language and to use the new informative technologies. The main attention is paid in this case to the research and independent work²⁶. The progressive educational community formulates the new task – to form the individual's ability to learn.

Among the subjects that form the independence one can mention a foreign language that helps to develop a personality. The independence as a characteristic feature of the personality is reflected in the initiative, criticism, adequate self-

25 Зеленська О. П. Навчально-методичні матеріали для самостійної роботи курсантів і студентів над лексикою. Актуальні проблеми навчання іноземної мови у вищих навчальних закладах і Болонський процес. Львів: ЛьвДУВС, 2007. С. 52-58.

26 Болонський процес: документи. К.: Вид-во Європейського університету, 2004. С. 32.

assessment and the feeling of the personal responsibility for one's activity and behaviour, it is determined by the active work of the thought, feelings and desire and is characterized as the ability to self-management, and carried out through self-regulation.

The independent work of the students and cadets at the establishments of higher education on the foreign language can be defined as a form or method of the educational activity with the help of which they acquire knowledge, master the abilities and skills, achieve a practical command of the foreign language that gives them the possibility to use it in everyday life communication, professionally oriented communication, business communication and in the scientific work, i.e. the process of the independent acquisition of the foreign language is the process of cognition and it is carried out systematically, helps to develop critical thinking and activation of the mental activity of the students and cadets²⁷.

The independent work on the foreign language is defined according to several parameters:

- ✓ by their aim of the work – forming the abilities of the foreign language communication, in particular the professional one during a short period of time and under some conditions (the quantity of hours for this work is not very big; the subject “Foreign language” even now is not among the priorities; the students and cadets not always have a good motivation to learn the foreign language and do not realize the perspectives of using the foreign language in one's work in the nearest or far future; the school level of their command of the foreign language in many cases is not sufficient; the programme does not suppose to learn the foreign language beginning with the alphabet, but supposes to improve their command of the language, especially what concerns the language for specific purposes; it is a specific subject among the other subjects, because the process of education is in the foreign language). The professional communication makes it possible to form the professional qualities of the personality which embrace communicativeness, emotional stability, observation, and humanistic orientation;
- ✓ by the content of the work – mastering the complex of skills and abilities sufficient and necessary for the efficient carrying out the professional activity in this or that sphere, mastering the linguistic material that provides the formation and usage of these skills and abilities. To learn the foreign language is the task of the whole life;

27 Зеленська О. П. Самостійна робота курсантів з іноземної мови у вищих навчальних закладах МВС України. Теоретичні питання культури, освіти та виховання: 36. наук. пр. К.: Вид. центр КНЛУ, 2005. Вип. 29. С. 231–234.

- ✓ by the level of the cognitive independence which is reproductive, partly searching and creative;
- ✓ by the stages of the work on the educational materials – training and practice in the speech activity, regular control;
- ✓ by the sources of the information – the printed, audio and visual materials, the Internet;
- ✓ by the place where the independent work is carried out – in a classroom, library, outside the educational establishment;
- ✓ by the realization of the individual approach to the student or cadet – the independent work with the participation of the teacher; independent mastering the foreign language without the participation of the teacher;
- ✓ by the types and forms of the control – regular control, the total control, the individual or group control; the oral or written control; one language control or bilingual control;
- ✓ by the self-control – the mental abilities that provide the educational action of comparing the results of the personal fulfilment of the educational task with the content and design of the particular foreign language material;
- ✓ by the objects of the control – skills (audio and pronunciation, lexical, grammatical – the language competence) and abilities (to carry out the speech activity in speaking, auditing, reading, and writing taking into consideration the socio-cultural peculiarities of these types of the speech activity – the communicative competence) of the speech.

When solving the problem of the independent work of the students or cadets on the foreign language it is necessary to pay attention to the competence and personally oriented approaches in modern education, because they define the components of the key competence – the ability to learn (the ability to define the aim of the activity, the ability to realize the aim; the developed curiosity, the cognitive interest; the necessity of the independent search and acquiring the new knowledge; the positive intellectual feelings), taking into account the possibilities of every subject, and also its orientation towards the main participant of the educational process and their individual peculiarities.

Today the teachers, methodists, and scholars do not discuss the problem if it is necessary to have a command of at least one foreign language. Such problem is not topical nowadays. They discuss such issues as what technologies, methods, means to use that the students and cadets should master not only one foreign language, but several foreign languages as quickly and effectively as possible. For

Europe the issues of the person's socialization; command of the foreign language; using the social, communicative, information technologies, etc. have become the behavioural norms. The command of the European foreign language became the strategic aim not only abroad, but in Ukraine as well. Nowadays the foreign language is in the rank of the priority, because it has important humanitarian, educational, cultural, economic and socio-political content.

The need of having a good command of the foreign language dictates the constant improvement and renewal of all the components of the foreign language learning system. It is necessary to facilitate, stimulate and support the efforts of the teachers and students or cadets on all the levels regarding the implementation of the principles of forming the system of learning-teaching into the practice of education basing the teaching and learning of the language on the needs, motives, characteristics and abilities of the students and cadets; realizing the worthwhile and real goals as clearly as possible; developing the appropriate methods and means of teaching and the appropriate forms and means of assessing the results according to the academic programmes.

Today the main principle of teaching the foreign language is a communicative approach, forming and developing the intercultural communicative competence that assist in achieving the main goal of teaching the foreign language at the establishment of higher education – to carry out foreign language speech communication in the frames of the acquired educational material. The process of education is fulfilled as a process of real communication in the real everyday life or professional situations. The communicative experience needs socio-cultural knowledge, the experience of creating the images, establishing interpersonal relations, and the ability to learn. Mastering the language is considered to be acquiring knowledge and the integrated speech skills and interaction as it happens in the real life situations. The complex forming the foreign language communicative competence in reading, speaking, writing and listening for providing communication in the everyday life and professional spheres is necessary. It is obvious that forming the intercultural communicative competence cannot be achieved only during the practical classes of the foreign language under the teacher's control. There are some other kinds of work, methods and tasks which, in our opinion, it is better to fulfil during the independent work of the students and cadets in order not to spend much time on them during the classes. The independent work of the students and cadets in the process of learning the foreign language is important in many aspects: firstly, it allows to coordinate the work with the individual possibilities of the students and cadets; secondly, it helps to unload the practical class

from those types of work which can be fulfilled without the direct teacher's participation; thirdly, the students and cadets will be able to improve their command of the foreign language in future only having the ability to work independently; fourthly, the independent work also has the upbringing meaning – to form the workability, responsibility, consciousness, ability to overcome obstacles, etc.²⁸

The aim of the independent work on the foreign language at the establishments of higher education is transforming the information acquired during the practical classes into knowledge, knowledge into skills and creating the particular conditions of training to master the skills or communicative competence that consists of the three types – the speech competence (listening, speaking, reading and writing), language competence (lexical, grammar, phonological, orthographic competence), and socio-cultural competence (country-study and linguo-country-study competence). The language needs the constant training and renewal of knowledge. That is why, knowledge, skills and abilities to work must be so developed that the future specialist could use them throughout his entire life. Without any exaggeration we can affirm that education is self-education that is based on the independent work of the students and cadets.

The independent solving the problem embraces the search for the information, relevant actions and operations, methods of the independent management of one's activity. That is why it is necessary that the whole process of education should have a search creative character. In connection with this it is worth recollecting the importance of the problem principle, which should be used during the whole educational process and not only during the independent work. Then all the educational process will be filled with the elements of the independent search for the answers to the problematic questions of the teacher.

The tasks for the independent work should have such content: the tasks which are used for training; the tasks of the creative character which stimulate the search for the independent solution, and necessitate the active purposeful activity; the tasks that teach the methods of the independent work; and the tasks that are used for self-control. The independent work of the students and cadets during the after classes time can consist of such elements beginning from the simplest types of the activity to the more complex ones (the didactic principle is taken into account): the creative comprehension of the phonetic, lexical and grammar material, which the students and cadets got during the classes; working on the educational literature, references, dictionaries, looking for the necessary materials in the Internet, taking notes; doing various exercises; doing creative exercises; preparing the plans, sum-

28 Салистра И. Д. Очерки методов обучения иностранным языкам. М.: Изд-во "Высшая школа", 1966. С. 179-180.

maries, reviews; composing the dialogues; getting ready to model everyday life or professional situations, business and role plays; getting ready for the test papers, credits and exams; participation in the competitions concerning the foreign language; participation in the scientific circles: work on the paper or presentation for a conference; taking part in a conference; using the foreign language and the original literature while writing a course or diploma paper; communication with the native speakers and working as an interpreter.

All these types of the independent work can be carried out a) under the direct control of the teacher – the student or cadet independently fulfils those tasks which were planned and prepared by the teacher, and the teacher later checks the quality of the fulfilment. This type of work, in general, is based on the work of memory, memory develops which is very positive; though if the tasks are creative ones, thinking also develops; b) under the partial control of the teacher – the teacher only determines the main directions of the work, advises how to do it better, recommends some literature, the students and cadets work independently, can get some consultations from the teachers of the foreign language or the teachers of the specialized departments, carry out self-control, report to the teacher of the foreign language about the results of their work. Such work is of the creative character and assists in thinking development; c) without the teacher's control – the students and cadets independently plan their activity, carry it out the way they like and when they want to do it, choose those forms of the work which are the most efficient for the realization of this or that competence, use self-control, independently correct, change or add something. This work is particularly creative and develops the mental abilities of the students and cadets. After it's fulfilment they may report about the results to the teacher, group, at the conference, during defending the diploma paper, etc.

Special attention while organizing the independent work should be paid to choosing the appropriate educational materials which, besides providing the information, must have the function of the control over the independent educational and cognitive activity of the students and cadets during all its stages. Such materials should contain the recommendations, instructions, advice how to carry out such a form of the activity best of all and the most efficiently. It is necessary to have such materials because the teacher does not have the direct contact with the students or cadets.

The new pedagogical technologies (modular rating technology, the technology of the problem and group training, the technology of distance education, etc.) broadly use the new information technologies, the computer technologies.

And such information technologies allow to reveal the pedagogical and didactic functions of these methods and realize the potential possibilities which they have.

Thus, the preparation of the students and cadets for the independent work on the foreign language is one of the main tasks of the teacher. To achieve it it is necessary to organize the educational activity correctly. During the independent work the students form the skills of the mental independence, learn to plan, organize and regulate their activity. Having relative knowledge and abilities the future specialists can work according to the individual plan, fulfil the independent tasks and continue to learn independently during their future working activity.

3. How to Improve the Vocabulary in a Foreign Language

The programme demands as to the professional content in a foreign language are rather high. The students or cadets should not only read the original texts in speciality, but also communicate on various professional topics which are planned in the programmes. Herewith the level of the skills and habits of speech should correspond to the grammatical, lexical and stylistic norms of the foreign language. Thus, the students and cadets should have, in particular, the lexical competence (i.e. to have knowledge and ability to use the vocabulary) that is composed of the lexical elements (idioms, one-word forms) and grammatical elements which belong to the closed class of the words.

Learning the special vocabulary causes certain difficulties in the students and cadets. The main difficulties are the reproductive (active) mastering the lexical material. The object of learning is not less difficult. To learn a foreign word with the aim of reproduction means to learn its sound and graphic form, the volume of meanings, the combinability with the other words and the usage that is combined, on the one hand, with the volume of the word's meaning, and on the other hand, – with the particular situation of speech. But taking into consideration the above mentioned peculiarities of the terminology can make the work of the students and cadets as to learning the vocabulary easier. The independent work on the vocabulary is the most effective type of work because only it can provide the deep and long-term mastering the new terminology. The students and cadets can choose the methods and forms of the work that can help them to learn the words, word-combinations, expressions, etc., organize the work as they want, fulfil the work when it is convenient for them, and carry out self-control. Such activity makes it possible to develop their independence, creativity, activates their activity, thus the favourable conditions for learning the foreign language are created. But it does not mean that the teacher does not control the process of the work on the

terminology. On the contrary, the teacher plans and organizes this work during the classes and after the classes activities, gives clear and available methodical advice how to master the vocabulary better, and then controls the results.

The independent work on foreign language vocabulary is a means of forming the educational and cognitive activity of the students and cadets that supposes their mastering such general methods of solving the lexical tasks as realizing the goal of the activity, choosing its subject, accepting the educational task, fulfilling the educational activities, self-organization and self-control. The specificity of this activity is in students' and cadets' mastering the significant-communicative function of the language on the bases of their realizing the system character of the vocabulary and forming the lexicon in the process of their independent work. It is now acknowledged that lexis is an essential component in language acquisition. Limited knowledge of it could lead to learners' frustration since they cannot convey what they want to express when speaking or writing. With poor vocabulary communication is constraint considerably. You can get by without grammar; you cannot get by without vocabulary²⁹ This might be overcome by working on it systematically to increase the lexical competence and overall communicative competence. The intensification of mastering the vocabulary under the conditions of the independent work which is carried out after the classes promotes the usage of the computer and text teaching programmes which embrace the system of the educational tasks, control and correction influences which are adequate to the forming activity.

The subject of the speech activity is a thought and content of the utterance, that is why the independent educational cognitive activity on the foreign language vocabulary is mastering the general method of forming and formulating the thought using the lexical means. The lexical system of the language under such approach is the means of the verbalization of the human experience that supposes the correlation of the cognitive, speech and language structures in the text which is the product of the speech activity and the means of representing the human communication in the form of the interaction of the addresser and the addressee with the help of the lexical means. This approach to the independent work on the vocabulary makes it possible to form the creative speech activity by means of the foreign language that is the specific aim of developing education and supposes the development of the language skills which embrace the functions of coding

29 Folse K. Myths about teaching and learning second language vocabulary: what research says. TESOL Reporter 37. 2004. 2. P. 2.

the concepts with the help of the lexical units, revealing the language regularity, stereotype, speech variotypicity, language means accumulation, speech orientation and prediction. The success of solving the tasks depends on taking into account very important general didactic principles of developing education: motivation, activity, problemacy, consciousness, individualization, etc. These principles are realized in the appropriate organization of the tasks complex and the system of the educational programmes for managing the independent work of the students and cadets on the vocabulary. The essence of the tasks is the materialized process of the task solving. Depending on the character of the tasks the ways of solving them can be different: more or less independent or creative.

In our opinion the most topical for forming the lexical competence (lexical knowledge and the ability to use the language vocabulary in speech: oral speech (listening, speaking) and written speech (reading and writing)) is knowledge about the word-building (the outer side of the word), the meaning of the word (the inner side of the word), its polysemy, the terms and terminology, and the word combinability. Knowledge about the synonyms, antonyms and background knowledge can deepen the competence. Learning vocabulary effectively is closely bound up with a teacher's understanding, and a learner's perception of, the difficulties of words. The difficulty of a word may result, *inter alia*, from the relations it can be seen to contract with other words, either in the native or target language, whether it is learned productively or receptively; as well as from its polysemy, the associations it creates, its pronounceability, whether it lends itself to key-word teaching techniques and, in the case of advanced learners, from the nature of the contexts in which it is encountered³⁰.

The development of the English language is closely connected with the formation of the new words. The English language thesaurus constantly enriches with the arsenal of the new words. Acquiring the necessary minimum of the words makes it possible to communicate in English. Later the accumulation of the vocabulary helps to broaden and deepen the possibilities of communication. But the vocabulary can be enlarged if the students or cadets know the rules of the word-building that makes it possible to recognize and understand a great quantity of the words.

Not knowing the meaning of the word, its lexical notion which contains the most essential features of the subject (phenomenon, fact), which is defined by this word, a person cannot use it in speech, communication, in the combination with the other words, and in the context, too.

30 Carter R., McCarthy M. Vocabulary and language teaching. New York: Taylor and Francis Group, 1988. P. 13.

Most words in the English language are polysemous, i.e. they have several meanings. One and the same word may have several meanings in the general literary language, and the same word can be used in a scientific text in the narrower, specific meaning or become a term of this or that branch of knowledge and can be used in a narrow meaning. In its turn, a term of this or that branch of knowledge can also have several meanings as a result of the semantic rethinking, i.e. the name transfers from one thing (phenomenon, fact) to the other one as a result of the similarity of some features.

Because the terms, professionalisms and nomenclature signs are the names of the specific realities or concepts of the branches of science, technology, economy, culture, etc. in order to be able to communicate and read the professional literature the students and cadets should learn those specific lexical units as a specialist must know the professional vocabulary.

In the sentences and utterances, the words are combined and they function in them as the units of nomination, are the whole in their structure, and are as one of the parts of a sentence (grammatical entity that has a certain semantic integrity). That is why it is important to understand and know such word-combinations because their meaning is not always defined on the bases of the semantics of every word. As concerns the English language it is worth knowing the combination of the autosemantic words with the syntactic words – prepositions.

Besides the word-combinations it is necessary to know the rules of the word combinability, i.e. their system links with the other words.

Knowledge about the synonymous and antonymous links of the words in the English language can essentially broaden and deepened the lexical competence of the students and cadets.

In special original literature and oral speech there are certain groups of the words-realities which name the objects, characteristic for life (everyday life, culture, etc.) of one people and are not characteristic of the other people, which in their complex reflect the specificity of certain culture, that is conditioned by the peculiar structure of the material and spiritual values that were formed in the process of forming and developing this cultural-genetic community³¹. It is necessary to give the explanation of such words because they reflect the essence of some phenomenon, i.e. it is necessary to use the country-study approach to the treatment of such language units. Vocabulary

31 Зеленська О. П., Герасимович А. М. Правничі терміни зі значенням культурного компонента в англійській і німецькій мовах. Комунікативна компетентність правників і їх зв'язки з громадськістю: Збірник наукових праць. Львів: ЛІВС при НАВС України, 2003. С. 151–155.

should not be considered a single dimension, instead it is better to be viewed as a multidimensional structure³².

Taking into account all the above mentioned it is possible to formulate some demands for teaching the vocabulary: selecting the vocabulary it is necessary to base on the generally accepted principles of the selection: the frequency, combinability, theme regulation; during presenting the vocabulary it is necessary to use the various methods: the visual aids, context, definitions, explanations, students' and cadets' knowledge from the special subjects, comparison, etc. The acquisition of the vocabulary must be dictated by the communicative necessity; the exercises must take into account the specific difficulties of every lexical unit that are caused by the interference of the native language, the interference of the foreign language, etc.; some exercises must suppose the usage of the isolated words, for example, the various tasks to group the words, that stimulate their involuntary memorizing, and have some goal orientation to their further usage in a syntactic unit; many exercises must have a communicative character, i.e. they must resemble the natural speech acts, reflect the reality, be naturally stimulated by their outer form; there should also be the exercises which do not have a communicative character but suppose to work on the form of the word, word-building, guessing the meaning of the word, stating the links of the word with the other words, etc.; the systematic usage of the acquired words in various situations; the exercises must foresee the formation of the various association links for the given word and groups of words – the synonyms, word-building, antonyms, omonyms; there should be translation exercises, mainly from the native language into the foreign one.

The lexical exercises can be divided into several groups: information exercises (creating a right orientation in the language and speech material and its comprehension); operational (directed at the automatization of the acts and operations with the certain speech material); and motivational ones (directed at the control (self-control) of the activity or using the models for communication)³³.

It is more effective to do such exercises during the independent work, but before that it is necessary to explain to the students and cadets what should be done and how it should be done. At the practical classes it is better to control the work done by them and focus their attention on those difficulties which could arise during the mastering the vocabulary and working on it.

32 Qian D., Schwdl M. Evaluation of an in-depth vocabulary knowledge measure for assessing reading performance. *Language testing*. 2004. 21 91. P. 28–52.

33 Гиренко И. Об особенностях обучения немецкому языку как второму иностранному на базе английского в технических вузах. Сучасні проблеми лінгвістичних досліджень і методика викладання іноземних мов професійного спілкування у вищій школі: Львів: Видавничий центр ЛНУ імені Івана Франка, 2007. Ч. 2. С. 73.

CONCLUSIONS

In general, the independent work of the students and cadets at the establishments of higher education makes it possible to realize the general principles of education which are oriented to the many-folded development of the creative cognitive activity of the students and cadets: the principle of the complex realization of the practical, general educational, professional, developing and up-bringing aims of education; the principle of the communicative orientation of learning the foreign language; the student-oriented principle, the development of their mental activity; the personality-oriented principle, taking into account the personality qualities, character traits, mental abilities of the students and cadets; the general didactic principles of consistency and logic, feasibility and accessibility of the proposed tasks (the tasks for the students and cadets having the different level of the command of the foreign language can be formulated differently in order for them to have the positive final result which could deepen their knowledge and professional, general educational knowledge and could be the basis for their further activity).

The independent work of the students and cadets on the foreign language at the establishments of higher education can be defined as a form or method of the educational activity that helps them to acquire knowledge, form skills and abilities, achieve the practical command of the foreign language, and it makes it possible to use the foreign language in everyday life communication, professionally oriented communication, business communication, and in the scientific work, i.e. the process of the independent acquisition of the foreign language is a process of cognition which is carried out regularly, systematically, promotes the development of the logical thinking and activization of the mental activity of the students and cadets. Taking this definition into consideration it is possible to foresee the final results of learning the foreign language that it helps to achieve: mastering the perceptive, expressive and interactive skills; reflecting by them one's professional values, communicative attitudes and expectations concerning communication (oral or written); choosing by the future specialists the efficient means and methods of communication adequate for the individual peculiarities; broadening the field of realizing by them their own personality; developing the active improvement mindset of their own style of the professional, everyday life and business communication (oral or written); forming and strengthening the skills of using the foreign language for deepening their professional knowledge and world outlook.

The independent work of the students and cadets on the foreign language has a great importance for raising the level of the command of the foreign language which is not only the object of education, but also an effective means of acquiring professional and general educational knowledge, forming the positive attitude towards it, practical acquiring the lexical and grammar competences on the basis of the real communicative situations, developing the mental and creative skills of the students and cadets, forming their abilities of the independent searching creative work.

The state standards of the general educational training and forming the students and cadets skills to learn independently on the foreign language state that the development of the skills and habits in all the types of the speech activity, forming the motivation for learning the foreign language, skills to orient in the various information in the foreign language, find, acquire, analyze, estimate, and use it in practice, improving the skills of the independent educational activity, thinking, comprehension of the means of the activity take place.

The preparation of the students and cadets for the independent activity is one of the most important tasks of a teacher. This aim can be achieved by the properly organized educational activity, firstly, in the class. During the classes the students and cadets acquire the skills of the mental independence, learn to plan, organize and regulate their activity. Having this knowledge and skills the future specialist can work according to the individual programme, carry out the independent tasks and continue to learn independently during the whole of his working activity.

Thus, educating the specialists of the new type is impossible without the purposeful organization of their independent work which is a mandatory type of the educational activity of the students and cadets at the establishments of higher education of Ukraine, and an important factor of raising the efficiency of learning the foreign language under conditions of the modern paradigm of education. The independent work during the whole life can make the person to be a real professional and expert in their field.