

РОЗДІЛ 4 – ПРОБЛЕМИ ПЕДАГОГІКИ ВИЩОЇ ШКОЛИ

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THE TECHNOLOGY OF SELF-STUDY IN THE LINGUISTS' TEACHING

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The author of publication represented the analyses of the modern thoughts about the technology of self-study, didactic facilities which are used during the foreign language teaching. The analysis of foreign and native experience of the use of self-study is carried out in educational space, taking into account mastering the foreign language in the higher establishment. The analysis is carried out in educational space, taking into account features in preparation of prospective specialists in modern requirements. Advantages of self-education are selected; didactic materials are presented in order to form the self-dependence at the decision of professional tasks during teaching in higher establishment.

Key words: foreign languages teaching, the didactic means, the technology of self-study.

ТЕХНОЛОГІЯ САМООСВІТИ В ПРОЦЕСІ ПІДГОТОВКИ ЛІНГВІСТІВ

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Автором публікації подаються результати проаналізованих сучасних підходів до технології самоосвіти під час вивчення іноземних мов та дидактичні заходи, що сприяють самоосвіті майбутніх лінгвістів. Здійснено аналіз зарубіжного та вітчизняного досвіду використання самоосвіти в навчальному просторі, враховуючи сучасні особливості в підготовці майбутніх спеціалістів. Виділено переваги самоосвіти, представлено дидактичний матеріал та засоби для формування самостійності під час вирішення професійних завдань. Самоосвіта лінгвіста є одним з найважливіших елементів учбового процесу у вищому навчальному закладі, який впливає на засвоєння знань, умінь та навичок. Метою якої є цілеспрямована творча діяльність по розробці та отриманню інформації в індивідуальному порядку. Не дивлячись на те, що самоосвіта залежить від різних факторів, найважливішими залишаються : інтерес до суб'єкта вивчення, пізнавальна необхідність, стабільнівольові прояви, відповідальність. Всі ці якості дають можливість майбутнім лінгвістам бути активними учасниками освітнього процесу та отримувати безпосередній досвід, підкріплений професійними прикладами. Сучасні новації, досвід європейської освіти, стимулює удосконалення українського сучасного навчального простору.

Метою даної статті є узагальнення педагогічного досвіду освоєння технології самостійного вивчення в навчанні іноземної мови, з метою розвитку самостійної особистості.

Ключові слова: технологія самоосвіти, викладання іноземних мов, дидактичні засоби.

ТЕХНОЛОГІЯ САМООБУЧЕННЯ В ПРОЦЕСЕ ПОДГОТОВКИ ЛІНГВІСТОВ

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Автором публикации представляются результаты проанализированных современных подходов к технологии самообразования и дидактические средства, которые использованы для содействия самообразованию будущих лингвистов. Осуществлен анализ зарубежного и отечественного опыта использования самообразования в учебном пространстве, учитывая современные особенности в подготовке специалистов. Выделены преимущества самообразования, представлен дидактический материал и средства для формирования

самостоятельности при решении профессиональных задач. Самообразование лингвиста является одним из важнейших элементов учебного процесса в высшем учебном заведении, которое влияет на усвоение знаний, умений и навыков. Целью является целенаправленная творческая деятельность по разработке и получению информации в индивидуальном порядке. Не смотря на то, что самообразование зависит от разных факторов, важнейшими остаются: интерес к субъекту изучения, познавательная необходимость, стабильные волевые проявления, ответственность. Все эти качества дают возможность будущим лингвистам быть активными участниками образовательного процесса и получать непосредственный опыт, подкрепленный профессиональными примерами. Современные новации, опыт европейского образования, стимулирует усовершенствование украинского современного учебного пространства.

Целью данной статьи является обобщение педагогического опыта освоения технологии самостоятельного изучения в обучении иностранному языку, в целях развития самостоятельной личности.

Ключевые слова: дидактические средства, преподавание иностранных языков, технология самообразования.

The Ukrainian tendency to reach the high quality of European education dictates us the need to change the perspectives in the educational process of higher establishment. Recently the main model of mastering English in the sphere of English teaching was the authoritarian teaching model. The main teachers' role in this model was to realize all necessary aims, goals and tasks sequentially. The teacher in this process is supposed to take the main part and the students are to carry out all teacher's instructions in such a way mastering the needed set of knowledge, qualities, skills which are mentioned in the program.

Nowadays this model goes into the past being changed by the model of even cooperation of the teacher and the student. In this case it is highly important to talk about self-study by creating conditions of respect to each other. The student and the teacher absolutely in equal terms in the communicational process; together they can cultivate and posit the aim in order to master English. It creates the strategy and tactics of the teachers' and students' work.

The linguist's self-study work is one of the main elements of the academic process in the higher establishment which influences their knowledge, skills and qualifications. Their work is purposeful creative activity to develop and get knowledge individually. Though, self-educating or increasing knowledge depends on different factors: it is necessary to have interest to the subject, cognitive necessity, stable will-power, organized activities and responsibility; it gives an opportunity to the prospective linguists to be an active members of the academic process and they have a possibility to learn to express their ideas with the help of different examples, which are taken from the professional sphere.

The problem of self-study was the topic of investigation in different scientific branches. It is discussed by pedagogues, acmeologists, psychologists, methodologists, and so on. The most familiar works in this sphere were made by Z. Kalmikova, S. Kashlev, M. Klarin, L. Kondrashova, etc. But nevertheless the urgent Ukrainian necessity to be in trend with the European education stimulates not only to summarize the world's experience in this topic but also takes into account the modern innovations.

That is why the aim of this article is to summarize the pedagogical experience of mastering the technology of self-study in foreign language teaching in order to develop the self-dependent personality. The object matter is the technology of self-study in foreign language teaching; the subject-matter includes the special peculiarities of using self-study working with prospective philologists or translators. The modern scientific fundamental sources serve the main material for this article.

It is natural to form the students' readiness for self-study gradually inserting into the educational process the individual work. In the modern world of a quick technological and informational development it is impossible to teach the students once but for the whole life; but it is highly important to teach them to study during the whole life. The well-known sociologists said E. Basov "...knowledge which has been formed individually by executing adequate difficulties soaks in substantially, than that which has been formed with the teacher" [1, p. 39]. Every student studying

alone can master material, concentrate his attention on it, amass all intellectual recourses, emotions and volition. Beside the fact that the individual work stir up the student's activity, its also has an individual characteristics. The didactic means such as: reminder modes, pointed questions, rules and instructions, grammar reference books, dictionaries and so on can be used by teachers [2, p. 44]. Those highlighted didactic means of managing the individual work help to develop the self-control, which is a deposit of further self-perfection. This self-control means the students' ability to be critical to their knowledge, and, what is also highly important to be stirring. In this case the students should properly understand the algorithm of working individually.

Nowadays the changes in the education and science put new objectives before the higher establishment, which teaches prospective linguists. In this regard, getting education in accordance to the today's social educational sphere is very trendy as well as developing global cognition, thinking, to make scientific conclusions, analyze the scientific progress whether it is necessary, give opportunity to the future linguists to be a subject of his activities. Because only well educated specialist can be a leader of economic, public, social and cultural development of the developing country.

Self-study still has some great advantages when compared to regular schooling: it's open to anyone, of any age, any nationality; any subject of interest can be studied; there is no need to commute to the lessons. Study in the comfort of your own home; even if you go on holidays you don't have to cancel your classes; for that matter, you don't have to make an appointment for classes anyway [3, p. 78]. Study whenever you feel like it; just as you decide what to learn, you also decide how to learn it. Choose the method that works best for you and that you enjoy the most. Choose the course that is most suitable for your purpose. Choose the pace at which you complete it – you won't have to wait for classmates to catch up and if you don't understand something, you can spend as much time on it as you need.

Higher establishments do not give only education, qualification and skills but also establish the individuality of the prospective linguist or philologist. The main aim of the high institution is to upbringing the advanced youth, to increase the human's culture, self-respect and creative thinking, business qualities, self-determination, to train highly educated specialists in the linguistic sphere.

That is why teachers and professors are trying to change the education policy in order to improve the attitudes to the professional training in order to renew the scientific methodical system of education; change methods or types of organization of the in class and out of the class work; reform the pedagogical sciences to eliminate the distance between the advanced educational-scientific experiences and modern public demands; and at last, to analyze the innovations in educational process and increase the importance in maintaining the continuous education in process of the everlasting improving the qualification.

The person, who studies, is able in the case individually to posit the aim and tasks in mastering foreign language and that determines them to use the wide variety of educational means which are used in this sphere [4, p. 15]. Especially it is very popular in the distance and part-time education. Together with the teacher the computer programs of self-study, educational-teaching complex, video-courses, and varied teaching units can be the object of teaching.

Self-study has been defined as “the study of one's self, one's actions, one's ideas, as well as the ‘not self’” [2]. The prominent scholars note that for teacher-researchers, self-study encapsulates a wealth of experience embodied by teachers and their understanding of what teaching is [5, p. 54].

That is why nowadays forming life skills is absolutely necessary. Not all students can work individually, they can't outline the main and interim goals, or to organize their work. It is also very difficult to estimate themselves or to estimate tasks for self-correction. In the literature it is

mentioned that sometimes students need to be more self-discipline, insistence for a systematical work.

The necessity of formation the self-dependence was emphasized by K. Ushinsky, who paid attention to the development of the desire and ability to acquire new knowledge, to stimulate students to “get” the useful information from many sources; then the person shall possess such mental strength that will contribute to lifelong life [5, p. 319].

In order to develop the necessary qualities and abilities M. Yaroshevsky, A. Wasilewska, I. Kudryavtseva propose students to think, explore, search, create, strengthen and gradually increase educational needs and experience a feeling of joy and pleasure [6, p. 275].

Exploring the possibilities of increasing the self-dependence on the basis of educational gaming, it's turned to the scientific and pedagogical literature that highlights the main factors of its development [7, p. 175]:

- a wide verity of use the theoretical and practical knowledge in practical experience;
- an increase of the degree of self-dependence can be achieved not by the teachers' instructions but applying the necessary knowledge and qualities to solute the educational situations and in such a way to self-gain the necessary knowledge and experience;
- while forming the self-dependence during cooperative those who are learning move from forming skills of individual operations to all activities in general;
- the degree of self-dependence grows when will ensure the transition from learning activities in a ready kind of self-discovery individual actions to their systems;
- increase the degree of self-study depends on awareness of the need to master the specific skills to the importance of mastering an integrated structure of educational activity;
- transfer from job reproductive character to creative.

So, the formation of a specialist is effective when the educational process is gradually transited from the reproductive to the creative process. During the reproductive process a person reproduces or repeats already established techniques of conduct and creative type of activity characterized by focus on the creation of something new [8]. The promotion of reproductive methods contribute to creative a person's perception of concrete actions from shared understanding to a clear vision of the whole situation, from a passion to the system of relation.

It is said that the first who paid attention to the process of self-study in foreign language teaching was Gugo Langenstein. He singled out principles according to which he presented some manuals for textual teaching method of translating [9, p. 18].

It is through inquiry that teachers examine the self within the teaching environment and their practices in terms of roles, actions, and beliefs, in order to consider making changes for improvement. Most importantly, the inquiry can be made available for “public critique and dissemination, rather than solely residing in the mind of an individual” [5, p. 34]. Thus “self-study is important not only for what it shows about the self but because of its potential to reveal knowledge of the educational landscape” [9].

In the literature it can be found a lot of examples of self-study by well-known polyglots most of them say that the main source which inspired them to master foreign languages were inner passion, self-dependence in goal-setting, self-reliance on individual strategy is self-education, caring out the constant self-rating and self-correction. It is also important to mention that they worked systematically. Of course the polyglots' methods of learning languages both in academic and extra-curricular study are used in the higher establishment. L. Suhova said that: “In order to master

foreign language you need capability, conditions for a proper education a big desire and life necessary need to learn foreign language” [5, p. 18].

The Hungarian translator Kato Lomb represents her method to learn foreign languages: “Foreign language is like a fort which you need to attack from all sides simultaneously: reading newspapers, listening to the radio, watching movies, attending lectures in foreign language, working on the course book, corresponding, meeting and communicating with the native speakers”. That means the more time you spend with the language the faster you will learn. First of all, it is recommended to students to listen wherever they are listening to. The second, students need to build up their vocabulary noticing words and how they come together as phrases. Read all the time using dictionaries and make own vocabulary lists for review.

If someone is really eager to learn a language a computer is the ideal tool for self-study. Actually, a computer is nothing more than a modern combination of a notebook, a pen, a dictionary, a phone and a fax machine. Without the communicative infrastructure called the Internet or the software to make everything happen, a computer is basically worthless. The diversity of Internet resources combined with ever-improving language-learning software puts e-learning (computer-assisted language learning) within everyone’s reach.

Educational technology includes but is not limited to computers. As applied to learning and teaching, technology spans from the low range (the chalkboard and the old-fashioned bulletin board) to the middle range (overhead projectors, audiotapes and cassette players, videotapes and video players, television, and radio) to the high range (computer-assisted FLT, desk-top publication, intranet, internet, and distance education of many types). Here it will be discussed the issues which are related to some of the most flexible and interesting high range, or new technologies for FL instruction, namely language learning computer software and multimedia, e-mail and the Internet.

It is concurred with the well-known claim that self-study holds the highest possible potential for improving education”. Self-study as an established genre of educational research has grown very fast over the last fifteen years. It was acknowledged as research that could potentially have the greatest impact on students’ education and the transformation of practice. Self-study is a pedagogical methodology that embraces multiple methods of research, while drawing heavily on traditional methods of data collection. Self-study usually transforms those methods by taking them into a new context and using them in ways that often depart from the traditional during the pedagogical process in the higher establishment. These transformations highlight the fact that the role of the student in self-study and the role of the educator are closely connected and generally inseparable, that is why the self-study is centrally concerned with seeking to realise the relationship between the knower and the known.

Self-study as inquiry-guided research must be sufficiently trustworthy for others to be able to find that research both meaningful and potentially generative in relationship to the teachers and the education practices. This trustworthiness can best be achieved by making the data visible and by clearly presenting and illustrating the methods for transforming the data into findings, and the linkages between data, findings, and interpretations. Rather, the particular methods used in self-study emerge as a function of the particular context within which the study is being pursued.

In professional training in the educational establishment the theoretical base of educational, developing and up bringing activities of the linguists during the self-study gives an opportunity to improve their professional content. It is highly effective to prepare the system of tasks, which include the examples from professional life, modeling different situations which require the linguists’ active creativeness, determining the pedagogical conditions of good results improve their ability to work in their prospective fields. This kind of work can develop their professional qualities as intellect, determination, helps to study the necessary content of the curriculum and etc.

Other factors can make establishing the trustworthiness of a self-study somewhat more difficult than is the case with studies using more traditional kinds of qualitative methods. In self-study, the data-generating and data-analysis processes are often mutually interdependent and can even occur simultaneously. In addition, even the practice which is being examined in a self-study can itself evolve during the study. That is important and yet subtle aspects of the researcher's practice as a teacher educator may actually be transformed without conscious awareness, and such transformations may only come to be recognized through post hoc reflections.

Finally, self-study is often conducted collaboratively. In fact, the findings of any given collaborative study depend critically upon who the collaborators are and what they individually and collectively bring to the research process. This is quite different from more traditional research in teacher education where there is an a priori agreement among members of the research team regarding how data will be gathered and analyzed; rigor in this type of research depends upon adhering carefully to that agreement in all its aspects. In self-study, however, rigor, in the sense of maintaining a critical stance towards one's practices, can demand that self-study researchers negotiate, adapt, and change research methods, processes, and even the research questions as the study unfolds.

The main aim of the monitoring prospective linguists by the teachers while making the self-study is to determine their mistakes in time and eliminate them. The self-study work gives good effect when it is monitored regularly and often. The important aspect of the teacher's work in the higher establishment is to monitor the linguists' knowledge, skills and qualifications, their self-checking and using their work in the assessing direction.

The article offers a critical lens through which teacher educators can problematize their practice, seeking insight into the implicit assumptions that may be more influential on those practices than is the propositional understanding these teacher educators have about practice. To sum up it's needed to say that the educational technologies which are used in self-study have a significant potential for language instruction. If used properly, technology can interest and passion learners, provide flexibility of instruction, and develop learners' competence and expertise in certain aspects of language. It can enhance communicative and meaningful language teaching and practice bearing in mind students' cognitive styles, and provide corrective feedback. However, technology cannot magically solve all problems of learning. It's thought that the teacher still has a central role in the educational process. The effectiveness of self-study will depend on how it is employed to meet educational goals for particular kinds of students in specific language learning environment. Teachers should develop competence in designing simple educational tasks and teaching students how to use teaching tools, so that those tools and instructions become a vehicle for meaningful learning. The prospects of the development should be to empower teachers to make intelligent choices, so that their students can learn more effectively through a variety of didactic means and in order to study for the whole life.

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ПСИХОЛОГО-ПЕДАГОГІЧНІ ЗАСАДИ ОРГАНІЗАЦІЇ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ СТУДЕНТІВ

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У статті проведено теоретичний аналіз поняття «навчальна діяльність». Навчальна діяльність студентів є свідомим цілеспрямованим процесом формування системи знань і системи умінь, професійно значущих якостей стосовно зовнішніх соціальних вимог. Серед найбільш важливих психологічних особливостей, урахування яких значною мірою визначає успіх навчально-виховної роботи у ВНЗ, автор виділяє психологічну спрямованість особистості студента та пізнавальні психічні процеси. У статті зазначається, що складність навчальної праці обумовлюється тим, що обсяг і зміст навчальної інформації, які повинні опанувати студенти, безперервно збільшуються, у той час, як строки навчання залишаються незмінними.

Ключові слова: навчальна діяльність, студентство, спрямованість, навченість.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ОРГАНИЗАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ

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В статье проведен теоретический анализ понятия «учебная деятельность». Учебная деятельность студентов является сознательным целенаправленным процессом формирования системы знаний и умений, профессионально значимых качеств в отношении внешних социальных требований. Среди наиболее важных психологических особенностей, учет которых в значительной мере определяет успех учебно-воспитательной работы в вузах, автор выделяет психологическую направленность личности студента и познавательные психические процессы. В статье отмечается, что сложность учебной работы обуславливается тем, что объем и содержание учебной информации, которыми должны овладеть студенты, непрерывно увеличиваются, в то время, как сроки обучения остаются неизменными.

Ключевые слова: учебная деятельность, студенчество, направленность, обученность.