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Research Full Article

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DOI: <http://doi.org/10.15350/2409-7616.2023.3.43>**INDEPENDENT WORK AS A FACTOR OF FORMATION OF STUDENTS'
SELF-EDUCATION SKILLS**

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Abstract. *The system of higher professional education of the XXI century is focused on the socio-cultural development of personality in the information environment, training of highly educated, competent specialists who know the techniques and methods of independent search and selection of necessary information. The article focuses on a set of pedagogical conditions in the process of self-education as a part of the system of continuous education. The increasing role of self-education in connection with the use of productive teaching methods is noted. The article presents the change of education model from "teaching" - "a person is taught" to self-education "self-directed education". The author analyses the works of Russian and foreign scientists and teachers on the issue of organisation and means of increasing the effectiveness of independent work of students. The author presents his own definition of "independent work" based on andragogical and humanitarian-anthropological principles. The programme for a special course in a foreign language for self-training of students is developed. This special course includes practical lessons, methodical recommendations for cadets to activate their self-educational activity. The main task of the special course is to form the ability to independently master knowledge, master the skills of self-control and reflection.*

Keywords: *Independence, andragogical educational environment, humanitarian-anthropological approach, independent work, organisation of independent activity, activation of self-education, information and educational resources, individual trajectory.*

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САМОСТОЯТЕЛЬНАЯ РАБОТА КАК ФАКТОР ФОРМИРОВАНИЯ НАВЫКОВ САМООБРАЗОВАНИЯ ОБУЧАЮЩИХСЯ

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Аннотация. Система высшего профессионального образования XXI века ориентирована на социокультурное развитие личности в информационной среде, подготовку высокообразованных, компетентных специалистов, владеющих приемами и методами самостоятельного поиска и отбора нужной информации. В статье акцентировано внимание на комплекс педагогических условий в процессе самообразования, как составной части системы непрерывного образования. Отмечается возрастающая роль самообразования в связи с использованием продуктивных методов обучения. В статье представлено изменение модели образования от «teaching» - «человека учат» на самообразовательную «self-directed education» - «самоуправляемое обучение». Автором проанализированы труды российских и зарубежных ученых и педагогов по вопросу организации и средств повышения эффективности самостоятельной работы обучающихся. Представлено собственное определение «самостоятельной работы», основанное на андрагогических и гуманитарно-антропологических принципах. Разработана программа для специализированного курса по иностранному языку для самоподготовки обучающихся. Данный спецкурс включает в себя практические занятия, методические рекомендации для курсантов для активизации самообразовательной деятельности. Основная задача спецкурса заключается в формировании способности к самостоятельному освоению знаний, овладению навыками самоконтроля и рефлексии.

Ключевые слова: самостоятельность, андрагогическая образовательная среда, гуманитарно-антропологический подход, самостоятельная работа, организация самостоятельной деятельности, активизация самообразования, информационно-образовательные ресурсы, индивидуальная траектория.

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Introduction.

In the modern educational environment, the thesis that it is impossible to teach everything and forever no longer requires proof. Against the background of accelerating scientific and technological progressive discoveries, rapidly changing political, economic and social relations, it becomes especially important for people to realise the boundlessness of knowledge and their readiness for self-education in both professional and personally significant spheres. At present, the tasks of educational organisations of higher education obligatory include not only creating

conditions for students to implement independent cognitive activity, but also, in authors' opinion, teaching the target audience to set educational goals, determine ways to achieve them, choose information and educational resources, and learn on their own. In this regard, it seems relevant to develop a roadmap of independent work of students by leading departments, which sees the potential of self-education competence.

Purpose of the research: to study the state of the problem of foreign language training in the conditions of independent work; to offer its own interpretation of the term "independent work"; to outline the main provisions in the development of a special course for foreign language training of cadets.

Study of the problem. The problem of organising independent work of students is constantly in the field of view of representatives of national pedagogical science. Among them: I.N. Pavlova, N.V. Yankina, [1], T.V. Agapova, N.V. Khudolei [2], F.N. Norbekov [3], R.U. Norbekova [4], N.S. Madraimova [5], E.N. Pajzullaev [7], T. I. Shamova [8], M.I. Mahmutov [9], and others.

Object of the research: description of the concept of "independent work" with a focus on the personal growth of the learner based on andragogical and humanitarian-anthropological approaches. These approaches are priorities for the development of a special course on self-training in a foreign language for cadets of educational organisations of higher education of the Ministry of Internal Affairs of Russia.

Subject of the research: realisation of the universal competence "Communication", corresponding to the provisions of the competence approach, in the pedagogical designing of teaching and methodical support of professionally oriented foreign language training of future forensic experts.

The research methodology: solving the scientific problem of improving the efficiency of the organisation of foreign-language independent work of cadets of educational organisations of higher education of the Ministry of Internal Affairs of Russia in the context of individual educational trajectory.

The expediency of the topic development is dictated by the federal state educational standards of higher education, according to which a person of the 21st century, regardless of professional affiliation, should have the ability to build an individual educational path throughout life.

Presentation of the main part of the article.

The modernisation of the education system is aimed at the socio-cultural development of a person in the information society, training professional specialists capable of not only possessing knowledge, but also of acquiring, analysing, classifying and using the information obtained, learning and self-education during the whole life. The success of a person in the post-industrial society depends on the person's ability to independently plan self-educational activities, on his/her readiness for continuous personal progress, social and professional mobility. In this regard, the 21st century learner must be able to set and achieve goals, choose methods, ways, forms and means with the help of which he/she will engage in self-development and constantly improve himself/herself. The role of self-education of students increases in connection with the transition of reproductive education into the field of independent cognitive activity. Nowadays there is an active transition of the educational model from "teaching" - "a person is taught" to self-education "learning" - "a person learns". As a result, self-education becomes an actual necessity of a modern person.

In the educational process it is necessary to distinguish the definitions of the terms "independent work", "independent activity", "independent training" (usually used in departmental educational organisations of the Ministry of Internal Affairs and the Ministry of Defence of Russia) and "self-education" taking into account the semantic and practical application.

The synthesising property of these concepts is independence. The study and analysis of pedagogical literature has shown that scientists interpret the concept of "independence" in different ways. Thus, M. I. Makhmutov under independence understands "intellectual abilities of a student and his skills that allow him to learn independently" [9, P.57], N.A. Ustelimova, S.K. Mussina, A.B. Kassenova consider it as readiness and aspiration of a student to advance in mastering knowledge by his own efforts [10]. T.V. Khanzhina believes that cognitive independence is the ability of a learner to organise his/her own cognitive activity [11]. T. I. Shamova describes independence as "a property of personality, manifested in the desire to master knowledge and ways of activity with their own efforts" [8, P.11]. According to U.V. Sibiryakova, "independence" is a characteristic of personality, which possesses knowledge, skills and abilities; has a significant impact on human activity and manifests itself in relationships with other people. [12]. S. L. Rubinstein in his works believed that "the subject's independence is not exhausted by the ability to perform certain tasks. It includes a more significant ability to independently, consciously set for themselves certain tasks, goals, to determine the direction of their activities" [13, P.621].

Based on the analysis of the definition of "autonomy" presented in reference and pedagogical publications, we consider the definition of independence as one of the internal qualities of a student, which includes the ability to think independently, set certain goals, critically evaluate educational and practice-oriented tasks, search and analyse information, acquire knowledge independently, based on personal needs and needs dictated by professional activity. It should be noted that the essence of the term is clearly embedded in the modern federal state standards of higher education, in which the educational process is placed within the framework of andragogical educational environment, as a result of which academic disciplines are learnt to a greater extent in the process of activity of students themselves.

Awareness of the fact that independent work is an important factor of theoretical and practical preparation for future professional activity [14], leads to increased attention of scientists to the organisation of independent work of students and to the search for new solutions to this issue.

The term "independent work" in the educational process, at first glance, seems simple and unambiguous, but there are a lot of interpretations of this concept in pedagogical literature.

D.A. Yarmatova consider independent work as a special method of learning, as a result of which the acquisition and consolidation of knowledge, skills and abilities takes place with the activity of the learner [7]. A number of scientists consider independent work as a means of organising independent activity. Thus, I.N. Pavlova, N.V. Yankina interpret independent work as a means of organising the learner's learning, which determines the goals of learning and cognitive activity, ways and means of its implementation, the ability to evaluate and transform the process and result of learning without the teacher's participation [1]. Similar views are shared by R.U. Norbekova, N.S. Madraimova, T. I. Shamova [4; 5; 8], who understand independent work as a form of organising learning activities in the absence of a teacher. P. P. Pidkasisty notes that independent work in higher educational organisations is not only a means of organising independent activity of the target audience in the educational process, but also its management [15]. In the same logic, the Soviet pedagogue and scientist B. P. Yesipov defines independent work as, "work that is performed without the direct participation of the teacher, but on his assignment in a specially provided for this time. Students consciously try to achieve the goal of the task, showing their efforts and expressing in one form or another the results of their mental or physical actions" [16, P.15]. The author agrees with the statement that independent work should be considered through the activity approach, from the position of the subject of activity itself.

The author understands independent work as a special type of learning and cognitive activity aimed at mastering and consolidation of knowledge, skills and abilities. At the initial methodical guidance of the teacher, there is a personal growth of the student, the development of self-discipline, personal responsibility, self-awareness, contributing to the realisation of the need for

satisfaction from the performed activity, the process of self-improvement and self-knowledge. In the author's vision, the deep functional significance of independent work is especially effectively revealed based on humanitarian-anthropological and andragogical approaches. The first one, in the words of its theorist V.I. Slobochikov, is manifested in anthropopraxis, in the so-called "humanisation" [17, P.13]. The formation of humanity in a person occurs when individual comprehension of educational tasks, independence in their fulfilment, reflection generate their own meanings and create a unique picture of the world for each learner, creating conditions for the development of his/her individuality. Andragogical approach as an educational approach in adult learning necessarily involves awareness, exercising the right to choose information and educational resources, critical thinking, taking personal responsibility for the result.

The result of theoretical research at the Department of Foreign Languages at the St. Petersburg University of the Ministry of Internal Affairs of Russia was the realisation of the need to develop a specialised course in English for independent work of 1st and 2nd year cadets. The aim of the special course is to activate self-education through independent work, which skills are considered today as a tool of self-organisation in lifelong learning. When creating the special course, the teaching staff of the department set specific tasks: to allow students to realise independent work both in class time and in the hours allocated for self-training, to master the skills of independent management of educational activities, to teach to work with various foreign-language information and educational resources. These tasks are solved based on andragogical and humanitarian-anthropological approaches, which form the basis for the development of educational and methodological support with the use of digital technologies. The main provisions of the special course include:

- close interaction between study groups and teachers, who at the initial stage act as assistants, mentors;
- taking into account the qualitative characteristics of the target audience, their age and psychological features;
- emphasis on the personal growth of each student, monitoring of individual personal development in the framework of independent cognitive activity;
- creation of pedagogical, didactic and organisational conditions for the implementation of independent work of cadets;
- development of technological maps offering navigational schemes-routes for mastering foreign-language information and educational resources;
- quick feedback from the leading teachers, discussion of independent learning experience if necessary, correction of activities in individual mode.

The developed special course is focused on the expansion, deepening and systematisation of theoretical and practical knowledge acquired independently. This course is oriented to the development of creative activity, to create conditions for the implementation of independent work within the framework of formal education as an intermediate stage in the transition to full-fledged self-education.

Conclusions.

In the course of the research, a review of theoretical studies devoted to the development of the problem of independent work in educational organisations of higher education was carried out. Based on the review, a special course on foreign language self-training was developed. The author made a conclusion about the complex character of independent work as a component of the educational process. The article underlines the importance of not only the principle of independence in the implementation of learning and research activities, but also the personal growth of students in the created conditions for the development of self-organisation, self-discipline, personal responsibility for the result, awareness and meaningfulness of activity as a step of transition to the subsequent effective self-education.

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