

Types and Forms of Independent Work of Students In English Lessons

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Abstract. It is necessary to note the importance of a scientifically based classification of independent work, since without focusing on it it is impossible to build an effective system of independent work for students. It must be said that today there are various classifications of independent work. Some researchers classify them according to goals, others - according to the nature of the educational tasks performed by students during independent work, others take the nature of educational activity in the process of solving various problems as the basis for the classification, and in the works of others, attempts have been made to create a classification of independent work that would take into account the most generalized grounds.

Keywords: Character, didactic goal, typical tasks, Cognitive activity, information, motivation of educational work, social motives, worldviews, Form of organization, frontal conversation.

In our opinion, the classification based on modern interpretations of private didactic goals, the essence of cognitive tasks and the specifics of educational and cognitive activity most fully reflects the didactic essence and role of independent work in the educational process. This classification identifies four types of independent work.

The first type of independent work includes those whose private didactic goal is to develop in students the ability to identify externally what is required of them, based on the algorithm of activity given to them and the premises for this activity contained in the conditions of the task (i.e. formation of knowledge and activities of the first level). In this case, the cognitive activity of students should consist in recognizing objects of a given field of knowledge while repeatedly perceiving information about them or repeated actions with them.

The private didactic goal of independent work of the second type is to form knowledge and activities that allow one to reproduce learned information from memory and solve standard problems (i.e., the formation of knowledge and activities of the second level). The cognitive activity of students in this case consists of a clear reproduction or partial reconstruction, transformation of the structure and content of previously learned information. This presupposes the need to analyze a given description of an object, various possible ways to complete a task, select the most correct of them, or consistently find solutions that logically follow each other.

The private didactic goal of independent work of the third type is the formation in schoolchildren of knowledge and activities that underlie the solution of atypical problems (i.e. the formation of knowledge and activities of the third level). The cognitive activity of students when performing independent work of the third type consists in the accumulation and external manifestation of new experience for them on the basis of previously acquired formalized experience (experience of actions according to a known algorithm) through the transfer of knowledge, skills and abilities. Such activity comes down to searching, formulating and implementing a solution. This is what requires going beyond the boundaries of past formalized experience and, in the real process of thinking, forces students to vary the conditions of the task and previously learned information, and to consider them from a new angle.

The private didactic goal of independent work of the fourth type is to create the prerequisites for creative activity (the fourth level of knowledge and activity). The cognitive activity of students here consists of deep penetration into the essence of the objects under consideration, establishing connections and relationships necessary to find new connections and relationships, previously unknown ideas and principles of solutions, and generating new information. This requires that at each stage of work think about the essence of new actions, about the nature of the information that should be created.

Knowledge and consideration of the demonstrated characteristic features of independent work of each type should form the basis for their timely and consistent inclusion in the educational process. If such inclusion is organized taking into account the didactic goals of the stages of training, then we can say that the independent work of students is realized as an organic element of an integral system of training and education.

Timely and correctly formed motivation for educational work is of great importance for increasing the effectiveness of students' independent work.

When forming students' motives for completing tasks for independent work, it is necessary to take into account that, although the motivational sphere of educational activity is characterized by a large set of motives, three groups of them can be decisive in this case.

The first group includes social motives. These may include demonstrating the need for students to be aware of the vital needs for acquiring high quality knowledge, to understand the social importance of good preparation, etc. The teacher can strengthen the motives of this group by turning them from understandable into actionable ones by demonstrating the applied nature of the educational information being acquired.

The second group includes motives aimed at developing cognitive interests in the academic subject and the science it represents.

The third group of motives includes students' reactions to a number of external factors that organize learning activities. To strengthen the motives of this group, the teacher must clearly carry out the activities necessary to organize students' work on the proposed tasks (provide assignments in a timely manner, advise, monitor, evaluate, etc.), and also try to show students the prestige of their good work.

The main thing that should be kept in mind when organizing students' independent work on assigned tasks is the need to first teach them methods of organizing cognitive activity, to equip them with methods for drawing up descriptions, explanations and instructions - mandatory procedures for any type of individual cognition.

To create in students value guidelines and attitudes that are adequate to the specifics of cognitive activity necessary to complete tasks, during independent work, in English lessons, along with proof of the general educational significance of the content being studied, one should show its influence on the development of the individual's intelligence and worldview, and demonstrate techniques for systematizing knowledge, economical mastery of them, to form correct self-esteem.

The teacher should try to solve these problems not only in theoretical classes, but also during laboratory and practical work. Here he must emphasize that practice (experiment) confirms the truth and tests the effectiveness of acquired knowledge and methods of reasoning. With this orientation of laboratory and practical work, students will develop the skills to conduct the main stages of scientific theoretical research and experiment, and draw up reports in accordance with established requirements. In students with high educational capabilities, in the process of such work, the teacher can purposefully develop the ability to enter into an atmosphere of scientific research, business contact with friends, plan the stages of research, formulate its goals and objectives, choose (and sometimes develop) appropriate methods, and keep a work journal¹.

Thus, already within the framework of English language classes (their preparation and conduct), certain conditions should be created to ensure effective independent work of students.

It has been established that the form of labor organization affects its results. The pedagogical value of independent work also depends on how the students' activities are organized. The form of organization is a certain arrangement of participants in the educational process, ways of interaction between the teacher and students, and the students themselves among themselves. The student can work alone, together with a small group of classmates, with one of his friends, or take part in class work. Therefore, forms of organizing independent activities have important educational significance. But positive results are achieved if the teacher knows the capabilities of each form, its specifics and pedagogical conditions of use. Let's look at them.

Frontal independent work. The classroom-lesson system, as is known, provides for the organization of cognitive activity simultaneously with all students. This can be a frontal conversation, or independent work performed in class under the direct supervision and guidance of the teacher. Features of the frontal form of organizing students' independent activities are as follows:

- 1) all students perform a common task(s);
- 2) the teacher gives general instructions for completing the task;
- 3) general methods of organizing and guiding students' actions are used.

The main advantage of frontal work is that collective aspirations towards a common goal are possible here, solving common problems that encourage students to cooperate. Intermediate and final results of independent activities can be successfully discussed by all students and subject to mutual control. This has a significant impact on the quality of knowledge and skills, stimulates the cognitive interest and activity of students.

With the correct pedagogical instrumentation, frontal independent work has great educational significance. If the whole class works on one task, the cognitive process takes on some features of collective activity. When discussing the results of such work, a common opinion is quickly developed, a common position in relation to the material being studied, which creates the basis for collective experiences, for the formation of the views and beliefs of students.

Individual independent work is work that involves the completion of individual tasks and excludes student collaboration. However, it opens up enormous opportunities for student-teacher collaboration. The responsibilities of a teacher are no less complex and responsible than those of a student. A thorough analysis of the content of educational material is necessary, on the basis of which the teacher can identify those issues that are available to individual students for independent study and are important for the development of cognitive interest.

Organizing individual independent work in a classroom-lesson system causes serious difficulties for teachers. Given the current class size, it is not easy to identify the individual characteristics of each; preliminary development of tasks takes a lot of time. If class work is done by everyone at the same

¹ Yakunova F. P. Osobennosti organizatsii samostoyatel'noy raboty obuchayemix// Nachalnaya shkola.- 2003.- № 1.- P. 70-73

time, the teacher has to prepare a large number of handouts.

Thus, educational independence, which develops in the learning process, helps the student to be more practical and take an active life position.

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