

## ORGANIZATION OF INDEPENDENT LEARNING OF STUDENTS IN THE THEORY AND PRACTICE OF EDUCATION

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### ABSTRACT

This article provides information on the content of independent learning in the theory and practice of education, the analysis of scientific, methodological literature and research on the organization of independent work of students. It was emphasized that the activation of independent work is a significant increase in its role in achieving new educational goals, giving it a problematic content that motivates the attitude as a means of acquiring general and professional competencies by the subjects.

**Keywords:** Educational theory and practice, independent learning, independent work of students, competence, motivation, information technology.

### INTRODUCTION

In pedagogy, the problem of organizing independent work of students is not new. The first attention to this problem was paid to the late 20s and 30s of the XX century. Important symptoms characterizing their cognitive activity have been identified. In the 1930s, theoretical research focused on identifying ways to do independent work and scientifically understanding the essence of this very concept. In the early 1940s, the research of educators (E.Ya. Golant, R.M. Mikelson) focused on identifying specific features of independent work. Educators have tried to develop a system of independent work that takes into account the operations of thinking when students work with different objects of knowledge and use different sources of knowledge.

The first monograph devoted to research in the field of independent work appeared in Russia in 1940, its author R.M. Mikelson [4]. He analyzed in detail the experience of using advanced forms of independent work by advanced teachers of that period, developed a methodology for organizing independent types of work such as working with literature, exercises, laboratory work, writing essays, solving assignments, creating collections.

**Analysis of recent research and publications.** The concept of "independent work" allows us to conclude that it is multifaceted and studied by different authors as a type of activity, form of education, method and means of education in different periods of the XX-XXI centuries.

Thus, by comparing the approaches of the authors to the essence of the concept of "independent work", we can note the common features that unite them: there is no direct teacher involvement, independence and activity by students and interaction between teacher and student to achieve the goal. The diversity of the authors' approaches to the definition of the concept allows the teacher to define the student's role and level of participation in the independent work process in the organization of the educational process, to prepare methodological materials, to plan independent work on a particular subject or interdisciplinary course, to consider motivation;

this activity allows students to organize activities that help them acquire both general and professional competencies.

Independent work is characterized by the following symbols:

- Availability of a specific learning task and time to complete it;
- Demonstration of mental strain on the part of the learner to complete the task;
- Demonstration of awareness, independence and activity by learners in the process of completing the task;
- Perform the task without the direct involvement of the teacher;
- Availability of results;
- Management and self-management of students' independent, cognitive and practical activities [1, 2].

Based on the above, in our view, one of the main features of independent work is that the student consciously performs every action in the performance of a task subject to a single goal.

The organization of independent work of students is a complex and multidimensional process, which includes the motivation and professional perspective of the future student, the addition of independent work in the process of mastering academic disciplines and the choice of forms of control over the results of independent work [3, p. 28].

**Results and discussion.** It follows that the organization of independent work of students depends on its successful completion. Organizing students' independent work involves planning that ensures continuity, order, and consistency in learning. Creating a thematic plan is the initial stage of organizing students' independent work, which includes understanding the learning material, assessing its level of complexity, determining the amount of time required to complete assignments, choosing teaching aids and forms of organizing students' independent work.

Thus, the activation of independent work in the educational process is to significantly increase its role in achieving new educational goals, to give it a problematic content that motivates the attitude as a means of acquiring general and professional competencies by the subjects.

As the number of hours of independent work outside the classroom has increased by 50%, in our view, on the one hand, it is necessary to update the methodological support of independent work, on the other hand, to motivate students to do independent work. The modern student spends most of his time on the Internet, which means that the use of Internet resources allows you to take independent assignments outside the classroom and perform them wherever the student is: library, auditorium, at home or on the street.

Thus, the importance of independent work has increased sufficiently, and today the independent work of students is an important component of the educational process. Through independent work, students acquire knowledge and skills to engage in cognitive activities, and then - to master the methods of learning, interest in creative work, self-regulation and independent learning. At the same time, the organization of independent work of students should allow the student to become an "active producer" of methods of activity, to have their own opinion in various forms of training, which in turn will help to acquire general and professional competencies.

At the same time, the teacher's situation changes and requires him to take on new roles, such as tutor, counselor, etc. in the learning process. This will serve as a new basis for interaction

with students in the context of increasing the share of independent work and the transition to individual areas of education. The teacher also acts as a mentor who interacts with learners to solve problems and make positive changes in student activities. In this case, the teacher becomes an assistant, not an informant, at the beginning of the lesson, that is, he directs the cognitive activities of students as a partner in pedagogical communication.

New approaches to the organization of independent work imply that students solve not only artificial situations, but also real practical tasks. In doing so, they learn not only from the teacher, but from each other; work with a variety of databases, learn to think critically and take responsibility for the chosen solution; form their own personal professional perspectives.

Analyzing the listed documents, we came to the following conclusion:

- The increase in the role of independent work implies a reconsideration of the organization of the educational process, with the main emphasis on the development of students' knowledge and skills of independent work, their acquisition of general and professional competencies;
- methodological support of independent work requires updating;
- It is necessary to use information and communication technologies in the educational process.

## CONCLUSIONS

Thus, such a classification is distinguished by the fact that it is a combination of different forms and methods of independent work of students on different grounds.

The use of information technology opens up new opportunities for students to organize their independent work. Researchers cite the following as an example of the organization of independent work using ICT tools:

1. Search and processing of information: writing an abstract; post a review on the site on the topic; analysis and evaluation of abstracts on a particular topic on the Internet; write your own version of the plan of the report or part of it; compiling a bibliographic list; preparation of a piece of practical training; preparation of notices on the subject; preparing a discussion on the topic; work on a web-quest prepared by a teacher or found on the Internet.
2. Communicating on the Internet: discussing a topic that has taken place or is planned to take place; discuss with the teacher and other learners via a missed teleconference.
3. Creating a web page and web quests: posting prepared abstracts and reviews on the site; creation of thematic web pages individually and in small groups; creating web-quests for work on the topic and placing them on the site [5].

In our view, the proposed forms of organizing independent work allow to change the educational process, activate learners, develop in them the ability to create, analyze and communicate, teamwork and critical approach to the proposed information.

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