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METHODICAL MEANS
OF ORGANIZING STUDENTS' INDEPENDENT WORK
WHEN LEARNING UKRAINIAN AS
A FOREIGN LANGUAGE

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Abstract. The article is devoted to the necessity of increasing the efficiency of students' independent work organization in teaching Ukrainian as a foreign language (UAFL). The essence of the notion «independent work» has been specified, its purposes and advantages have been defined. The author denotes different types of independent work which are urgent for the express course of UAFL. The possibilities of using various language teaching methods for the effective organization of foreign students' independent work and the control of their educational achievements have been considered. The examples of implementing some teaching methods have been provided.

Key words: independent work, Ukrainian as a foreign language, language teaching methods.

The problem statement and topicality of the research. For the time being one of the main objectives of education is not just the acquisition of knowledge, skills, but also personal, social and professional competence based on them, as well as the formation of ability to get, analyze on your own and use information in an effective way, ability to live efficiently and work in our fast-changing world. Therefore, it is possible to claim that the modern educational system is focused on studies, i.e. students' independent work and its increase in volume. Changes in training programs of higher educational institutions in Ukraine also prove it.

At the present stage in distributing the academic hours of the discipline «Ukrainian as a Foreign Language», the tendency of increasing a number of hours of students' independent work is observed. For example, in the curricula of the departments of foreign languages, we can find such distribution of the academic hours – 30 practical training and 60 independent work hours for the course of «Modern Ukrainian Language».

In this case the continuous process organization of learning Ukrainian by foreign students in the intervals of classes limited in time and beyond academic hours

is urgent. For the solution of this task «it is necessary to expand didactic space and time, to remove the process of learning a foreign language out of narrow limits of educational classes to the sphere of students' independent work for the purpose of organizing and coordinating their educational activity outside the university schedule» (Baghuzyna, 2011: 2). In that regard, the search of the most effective means of organizing and monitoring students' independent work when learning the foreign language is appropriate.

The **purpose** of this article is the description of methodical means of organizing independent work and monitoring educational achievements of foreign students who learn UAFL.

Presentation of the main material. Considering the fact that in a modern world the access to information (Internet worldwide network, electronic resources, and various gadgets) has considerably become simpler, it is worth remembering that the problem of overloading the information obtained from there. And therefore for the student of any higher educational institution, intending specialist, irrespective of his future specialty, it is important to isolate on his own from a huge volume of information the only one to be necessary for him, for the purpose of improvement and replenishment of the knowledge. To this end, it is important to acquire key skills of students' independent work.

The majority of authors understand the notion «students' independent work» as the means of involving students in an independent cognitive activity, ways of its logical and psychological organization. I. A. Zimnya considers that independent work «can be defined as the purposeful, internally motivated, and structured by the subject in the totality of actions performed and corrected according to the process and result of activity. Its performance demands rather high level of consciousness, reflectiveness, self-discipline, personal responsibility; it provides meeting pupils' training needs as the process of self-improvement and self-knowledge» (Zimnya 2000: 255).

According to A. V. Kostenko's definition the students' independent work is a well-planned, organizationally and methodically directed cognitive activity which is carried out under the teacher's direction and control (Kostenko 2014: 52). When organizing students' independent work, the teacher has to consider the following moments: developing the system of new tasks on the subject taking into account various levels of complexity; providing teacher's advisory assistance depending on the students' specific features and level of individual task complexity; frequency control regulations depending on the productivity of independent work realization (Kostenko 2014: 53).

There are the following kinds of students' independent work in the process of learning foreign languages (M. Broda, N. S. Molchanov, A. V. Kotova): 1) independent work on the sample (search of the corresponding grammatical constructions in the text, making the sentences by analogy, etc.); 2) constructive and variable

independent work (for example, use of new grammatical or lexical material in oral speech after training with a teacher at practical classes); 3) heuristic independent work (organization of students' search activity on the certain subject matter by foreign language means with independent development and work plan implementation); 4) research independent work (it is used in training for student scientific conferences by means of the target language) (Kotova 2015: 51).

Preparation of students for the seminar can be an example of heuristic independent work. The analysis of the questions submitted for the seminar gives purposeful character to this type of work. Making presentations, which preparation demands a careful material selection from the student, logic, statement clearness, i.e. independent processing of information, are provided at the seminars as well. Besides, giving presentations promotes the development of students' public-speaking skills, the ability to answer questions, to conduct a discussion, accurately and to express the thoughts in a plain way, to observe the time limit.

Individual tasks (for example, the analysis of mass media contents on the certain subjects and problems from scientific magazines, drawing up the abstract according to the primary source, making a bibliographic review on the certain subject, drawing up crossword puzzles, etc.) can be other effective type of students' independent work.

All of this requires the development of student's independent work skills. From the above-mentioned standpoint each task has its degree of complexity; the teacher has to consider specific features of the student, his/her level of training. It, eventually, results in independent work effectiveness.

As for the foreign students' independent work, it should be noted that its preparation is to begin in the first months of foreigners' training, both the Ukrainian language, and other subjects within their preparation to the chosen specialty.

Training programs define the main activities of teaching based on the formation of students' independent work skills (to train rational planning of activity, conscious use of mastering different types of speech activity, possibility of working with textbooks, manuals, dictionaries, etc.).

When organizing foreign students' independent work at academic classes, the teacher has to remember that the process of self-training amplifies a training process, but doesn't replace it. For doing the independent work tasks he/she offers students such assignments as: to elaborate (or to retell) the text building on the words, phrases; to make a story according to the picture; to describe something; to write a statement, to create a presentation or to write a short paper (about five pages).

Thus, it can be oral monological, dialogical, and written statements as well. Monitoring foreign students' independent educational activity in the process of classroom hours and extracurricular time, the teacher plans, organizes and controls this activity. Control can be exercised through the interaction of «student-teacher», «student-partner», training materials containing keys and instructions. It is necessary to stimulate students to the vigorous independent

activity, to the formation of adequate self-assessment and ability to self-control.

The choice of tasks for the independent work realization using all types of speech activity depends on the level of foreign students' training and mastering the language.

So, the teacher of UAFL has to develop a system of tasks for foreign students' independent work, taking into account their specific features and level of their knowledge, as well as to create effective forms of control.

It should be noted that for the course «Modern Ukrainian Language» which is an express course for beginners, it is appropriate to organize foreign students' independent work on the sample of constructive and variable individual work. Other types of independent work can be implemented at more higher levels of foreign language proficiency as compared to the initial one.

We also consider that foreign students' independent work organization will be more effective, if it provides steady motivation of their activity and continuous communication with the teacher in the extracurricular time. The latter brings to the necessity of using web-quest language teaching methods (it is also called «web-quest training technology» in pedagogics).

For the first time web-quest technology was developed in the 90s of the XX century for the purpose of the gained knowledge control, students' skills which would meet the urgent requirements and features of the educational environment. As the researchers (Baghuzyn 2011, Tolmacheva 2015) note, San Diego, Berney George, Tom March were the first developers of web-quest teaching methods. At the present stage web-quest training technology is understood as a system of problem tasks with the elements of a role-playing game which realization requires the use of Internet resources (Baghuzyn 2011: 5). When using web-quest methods the teacher receives an effective way of training motivation formation, creative comprehension of material, careful knowledge consolidation and their effective control (Gharbovska 2015).

The web-quest technology is based on the use of information and communicative technologies, Internet resources (Sysoev, Evstyghneev 2008: 100). The main advantage of these technologies is that they allow operating a distance learning process, providing the foreign student with necessary educational tools, information and means of communication, stimulating his/her high personal activity in self-training and cross-cultural communication, improves a communicative competence (Tolmacheva 2015).

The pedagogical mechanism of intensifying students' foreign language communicative competence on the basis of web-quest teaching technology consists in the creation of microsocial educational network within the performance of a group quest (Tolmacheva 2015), for example, in a chat for the discussion of organizational issues by the teacher and students in social networks. Through these networks there is a set of finalizing the tasks aimed at foreign students' communicative competence formation: 1) language, transformational, substitution, question-answer, conditional-speech and communicative exercises (based on Yu. I. Pasov's classification) 2)

personified role-playing games; 3) problem tasks.

The use of web-quest teaching methods in organizing foreign students' independent work when learning Ukrainian gives an opportunity to form ability in all types of speech activity through the opportunities of Internet resources.

So, in organizing foreign students' independent work it is possible to use the possibilities of social networks as it has been mentioned above, or platforms for students' distance learning. It has been established by the scientists that web-quest teaching methods, placed in social networks or on the platform of distance learning, has to contain the following basic elements (Gharbovska 2015): 1) introduction in which terms of carrying out work are surely specified and the list of tasks is provided; 2) references to the resources of network which contain material, necessary for web-quest : e-mail addresses, thematic forums, books or manuals from library stocks; 3) conclusions which have to contain an example of finalizing the results of the performed tasks or their presentation, any other projects.

The creation of a continuous communicative process with cooperation elements will considerably increase the motivation of doing independent work exercises. Thus, the personal inclusiveness of students in continuous information and speech activity in the interactive mode of performing tasks, their public presentation and assessment is provided. The stage of public speaking and assessment allows using web-quest teaching methods as the means of foreign students' knowledge assessment after independent work realization.

Conclusion. When teaching UAFL in the conditions of reducing a number of academic hours, the increase of organizing students' independent work efficiency and monitoring their knowledge takes an important place. For the solution of this problem it is appropriate to use web-quest teaching methods which allow the following: first of all, to organize a continuous extracurricular educational process on the language through the Internet-resources; secondly, to create a steady motivation of independent work implementation by the organization of virtual communicative space; thirdly, to form and improve the students' communicative competence through the constant performance of communicative tasks according to the urgent level of learning the language.

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