

THE COMPONENTS ANALYSIS OF THE OF INDEPENDENT WORK AS A CONDITION OF SUCCESSFUL TEACHING A FOREIGN LANGUAGE

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The emergence of modern technologies for teaching foreign languages is due to the evolutionary process caused by the change of priorities from the assimilation of made up knowledge in the classroom to the independent active cognitive activity of every student, taking into account their characteristics and capabilities.

The aim of our research is to carry out methodical analysis of independent work components in the process of learning a foreign language and investigate requirements for successful work.

Material and methods. The research was held on the basis of Vitebsk gymnasiums № 1 and 2 (52 students). The research methods: literature review on the subject and its critical analysis (works of E.I. Passov, N.D. Galskova, N.I. Gez, E.I. Solovova, T. P. Leontyeva, et al.), the observation of the teaching process and scientific analysis of English training.

Findings and their discussion. Effective organization of students' independent educational and cognitive activity presupposes taking into account its social, metacognitive and cognitive components [1, p. 145–147].

The social component is focused on the development of students' self-educational capacity by means of their intensive involvement in group or pair work in the classroom or outside the classroom in order to master a foreign language. Students' active interaction allows to find out various educational and cognitive strategies, to compare the degree of impact in joint communicative activities, to correct or abandon the usual ways of solving verbal and cognitive tasks. Interaction helps students to understand their strong and weak points, transfer their experience to new situations and borrow the most successful strategies. These strategies represent ways of cross-fertilization of students' individual system of knowledge, their skills and habits, which allow them to compare, generalize and transform, if necessary, the accumulated experience. They include methods of cooperation in pairs and groups, mutual support and assistance in the process of solving communicative problems, etc.

The metacognitive component of independent educational and cognitive activity is focused on the development of students' skills of planning, self-management, critical reflection and self-esteem. This is the most essential component for the development of students' autonomy, since the mentioned above skills require both the student's and the teacher's focused attention. The teacher is to organize independent work so that students have the opportunity to apply various methods of planning, self-management and self-esteem, evaluate their effectiveness for themselves, and accumulate sufficient experience for

further use. The teacher should show the effectiveness and importance of a particular method to achieve the goals, only in this case students will be able to transfer new skills to other activities. It is feasible to demonstrate memos with step-by-step instructions for educational tasks fulfillment to students, and then ask them to evaluate the degree of effectiveness of every “step”. Paying attention to the metacognitive component of independent work the teacher should help students to realize and evaluate the quality of their mental activity and ways of its effective use: how to meet educational goals faster, more effectively and with less effort. To adjust and control the achievement of educational and cognitive goals students can use the following met cognitive strategies: ways of setting goals, activity monitoring, self-control, self-correction, and reflection.

The cognitive component of independent work is focused on the development of students' foreign verbal skills and habits, the formation of their linguistic and non-linguistic knowledge. Within this component students must develop the basic mental operations that allow them to accumulate language and speech experience: comparison, abstraction, generalization, concretization, analysis, synthesis. The teacher is to inform students about such cognitive strategies as ways of organizing and developing verbal memory, structuring and systematizing linguistic knowledge, interpreting and evaluating the communicative situation, choosing means of linguistic construction of a foreign language utterance, and models of culture-like non-verbal behavior.

The gradual expansion of students' autonomy will lead to the development of general educational and special skills. General educational skills include the ability to organize and allocate one's time, to single out primary and secondary things, to implement control and self-control of independent educational and cognitive activities. Special skills relate to aspects of language and types of speech activity, for example: the ability to make a plan for oral utterance, to compare lexical and grammatical phenomena in native and foreign languages, to edit a written essay, etc.

Conclusion. A methodical analysis of independent work components in the process of learning a foreign language allows to draw the following conclusion: for the continuous effective development of students' independent activity it is important to follow such requirements as 1) the awareness of the activity purpose; 2) the knowledge of the completing task procedure; 3) the ability to see backbones in the task material, which facilitate overcoming difficulties in the course of independent work; 4) the development of skills and habits to use appropriate training aids (educational didactic material, audio or video recordings, reference books, etc.) for implementing tasks; 5) skills and habits development of self-control and self-correction.

1. Methods of teaching a foreign language / T. P. Leontyeva [et al.]; gen. ed. T. P. Leontyeva. – Minsk: Vysheishaya shkola, 2016. – 239 p.