

To the question “Do you think there is mutual understanding with your parents in your family?” 76.4% of the informants expressed their positive opinion, 2.3% negative and 18.6% put this issue into question.

When analyzing the expectations from the family in which the respondent lives, it was possible to reveal that 16.3% of the respondents expect a good organization of life, 39.5% of the students would like to feel the joy of communication, and 69.8% of young people want to feel peace and security in the family, which indicates that the family is those people who you can always rely on in difficult times, enlist their support and hear the right words.

The analysis of students’ ideas about the future family showed that 53.5% of the respondents would like to start a family in future similar to the one in which they live now, 18.6% of the students are not sure about this, 13.6% of the respondents would not like to have a similar family, as they build their own interaction within their family.

Conclusion. Thus, the obtained study results made it possible to reveal that the majority of the respondents have a high level of family value attitudes development, since the creation of a traditional patriarchal family is important for them. They are characterized by feelings of mutual understanding, mutual respect, mutual assistance, willingness to pass on family values and traditions to their children. Nevertheless, a certain number of the students have an average level of family values formation, i.e. there is mutual understanding and mutual assistance in their families, they feel quite well in the family and are ready to start their own, but family values are not fully accepted, the role of the family as a leading unit of society, as a translator of previous generations experience is lost. It should be noted that there is no low level in family values formation among extramural education students, the presence of which, in our opinion, could lead to self-isolation and dysfunctional relationships in the family.

1. Resolution of the Council of Ministers of the Republic of Belarus No. 57 of January 29, 2021 on the State Program “Education and Youth Policy” for 2021-2025 [Electronic resource]. – Mode of access: <https://pravo.by/document/?guid=12551&p0=C22100057&p1=1>. – Date of access: 05.10.2021.

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

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The appearance of modern technologies for teaching foreign languages is due to the evolutionary process, caused by the change of priorities from the assimilation of ready-made knowledge during face-to-face training to the inde-

pendent active cognitive activity of each student, taking into account his characteristics and capabilities.

Material and methods. We used such research methods as literature study and its critical analysis (works N.D. Galskova).

Findings and their discussion. For the effective organization of independent educational and cognitive activity, its three components should be taken into account: social, metacognitive and cognitive [1].

The social component is focused on the development of students' self-educational potential through their active involvement in independent pair or group interaction in the classroom/outside the classroom in order to master a foreign language. Active interaction of students allows them to get acquainted with various educational and cognitive strategies, compare the degree of their effectiveness in joint communicative activities, correct or abandon the usual ways of solving speech-thinking tasks. Interacting with each other, students begin to understand their strengths and weaknesses, transfer their accumulated experience to new situations, and borrow the most successful strategies. These strategies are ways of mutual enrichment of the individual system of knowledge, skills and abilities of students, which allow them to compare, generalize and transform, if necessary, the accumulated experience. These include ways of cooperation in pairs and groups, mutual support and mutual assistance in the process of solving communicative tasks, 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 important component for the development of students' autonomy, since these skills require focused attention from both the student and the teacher. The teacher needs to organize independent work in such a way that students have the opportunity to apply various methods of planning, self-management and self-assessment, accumulate sufficient experience in their use, evaluate their effectiveness for themselves. The teacher should show the effectiveness and importance of one or another way to achieve the goals, only in this case students will be able to transfer new skills to other activities. To do this, it is advisable to present students with notes with step-by-step instructions for completing educational tasks, and then ask them to evaluate the degree of effectiveness of each "step". Paying attention to the metacognitive component of independent work, the teacher should help students to realize and evaluate the qualities of their mental activity, ways of its effective use: how to achieve the set educational goals faster, more efficiently, with less effort. To adjust and control the achievement of educational and cognitive goals, students can use the following metacognitive strategies : methods of setting goals, monitoring of activities, self-control and self-correction, reflection of activities.

The cognitive component of independent work is focused on the development of foreign language speech skills and abilities of students, the formation of their linguistic and non-linguistic knowledge. Within the framework of this

component, students must master the basic mental operations that allow them to accumulate language and speech experience: comparison, abstraction, generalization, concretization, analysis, synthesis. The teacher needs to introduce students to such cognitive strategies as ways of organizing and developing verbal memory, structuring and systematization of linguistic knowledge, interpretation and evaluation of the communicative situation, the choice of means of linguistic design of a foreign-language utterance and models of culturally-like nonverbal behavior.

The gradual expansion of students' autonomy will lead to the development of general academic and special skills. General academic skills include the ability to plan and allocate your time, allocate the main and secondary, exercise control and self-control of independent educational and cognitive activity. Special skills relate to aspects of language and types of speech activity, for example: the ability to make an oral statement plan, compare lexical and grammatical phenomena in native and foreign languages, edit your written essay, etc.

Conclusion. Thus, a methodological analysis of the components of independent work in the process of learning a foreign language allows us to draw the following conclusion: for the continuous effective development of independent activity of a student, it is important to comply with such requirements as 1) awareness of the purpose of the activity performed; 2) knowledge of the task execution procedure itself; 3) the ability to see the supports in the material of tasks that facilitate overcoming difficulties in the course of independent work; 4) development of skills and abilities to use appropriate teaching tools (educational didactic material, audio or video recordings, reference literature, etc.) to perform tasks; 5) formation of self-control and self-correction skills.

1. Methods of teaching a foreign language: a textbook. / Etc. Leontieva [et al.]; under the general editorship of T. P. Leontieva. – Minsk: Higher School, 2016. – 145-147 pp.

DIABETES MELLITUS: BASIC CONCEPTS, AND YOUTH AWARENESS

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Diabetes mellitus is a global problem, the importance of which is becoming more and more threatening every year, despite the fact that more and more attention is being paid to this issue [1].

Every year, the number of cases is rapidly increasing. To date, every person has a relative or acquaintance who is diagnosed with diabetes mellitus. The main reason for the increase in the number of cases is a change in lifestyle, which can include improper and non-varied diet, alcohol consumption and much more.