

Гладуш Ірина Анатоліївна

викладач кафедри іноземних мов

Київський національний університет

технологій та дизайну (м. Київ)

PROFESSIONALLY ORIENTED FOREIGN LANGUAGE TRAINING: SELF-STUDY OPTIMIZATION AT TECHNICAL UNIVERSITIES

The present paper is devoted to the problem of self-study optimization at technical universities. Theoretical analysis of scientific sources and the empirical experience of training technical students have revealed a number of contradictions.

The contradictions can be eliminated by implementing a systematic approach to the formation of professionally oriented foreign language training of technical students.

According to Yu. Babansky [1] the system should be considered not simply as an activity, but as an "optimization activity", the task of which is to achieve the goal of professionally oriented foreign language training in the most effective ways.

The criterion of optimality of the system of professionally oriented foreign language training of future specialists in technical universities is efficiency, quality - an indicator that characterizes the satisfaction of all needs of society on the part of this system. The product of the effectiveness of the system of professionally oriented foreign language training of future specialists at technical universities is a certain level of personality training, its socially significant quality.

The aim of professionally oriented foreign language training of future specialists at technical universities is the transfer of personality to the maximum level of learning ability based on creation of appropriate conditions for foreign language learning. Self-study plays a key role in it.

Self-study is a form of study in which students acquire the necessary knowledge, master skills, learn to work systematically, think, and form their own

style of mental activity. The main difference from other forms of learning is that it implies the student's ability to organize his or her activity according to the tasks set.

The role of self-study is significant not only because it is impossible to give and absorb a lot of knowledge within the classroom, which is constantly increasing and changing, but for other reasons. By its didactic goals, self-study is divided into the following types: preparation; mastering new knowledge; training; summarizing-repetitive; control. Self-study tasks can be individual and frontal. The problem of preparing students for self-study and managing it in a somewhat simplified form is divided into three big blocks: motivational, technological and organizational.

As for the first block, the purposeful emphasis of the teacher on the special importance of self-study among all other forms of learning will correspond to the creation of high motivation. In other words, it is necessary to create high motivation for students to work independently, organize appropriate activities. In this connection, the important thing is to allocate the sufficient amount of time for self-study, provided by the curriculum. In recent years, there has been a trend that time spent by students on self-study, decreases from course to course.

This phenomenon may also have an optimistic explanation: from course to course, the student's "qualification" increases, and they manage to do more work in less time. However, students often feel overwhelmed, when they see that everything is impossible to accomplish, they do a minimum of work, skillfully filtering out what is being asked with less strictness. Earlier, the ratio of classroom hours provided for self-study in the higher education institutions of Ukraine was 2/3 to 1/3. In most European universities, this ratio is 50 to 50%, and some institutions spend even more time on self-study compared to classroom hours. Given that we are members of the Bologna Process, we should also stick to the generally agreed ratio. [2, p. 195]

The motivational aspect by way of the time factor is closely linked to the organizational one. It is about offering students reasonable time limits for some form

of study work, as well as assigning them homework based on these standards. The presence of norms, though not very accurate, disciplines and organizes the students.

Not only its volume, but also its correlation with different types of classroom activities is important for solving the tasks of defining self-study material for students; first of all the knowledge gained in practical classes. According to research it is known that up to 20% of program material without reservation can be attributed to the independent learning. As a consequence, class time is freed up, which can be used not so much for reviewing new material, but for improving its mastery.

Self-study classification by P.I. Pidkasystyi is considered to be the most relevant to the tasks of the higher school. It distinguishes self-study by models, such as: reconstructive-variative, heuristic (partially-search), creative-research.

Heuristic self-study is connected with the solution of particular questions, problems, posed at lectures, seminars, laboratory, practical classes. Here is formed the ability to see the problem of study, to formulate it independently, to develop a plan of solution. This is the third type of mental activity at which a deeper understanding of phenomena, processes and creative activity begins.

Independent research works include coursework, diploma work and other tasks in which students should try not to use the sample, the activity becomes searchable, their methods of solving problem situations are developed and all the student's mental abilities are revealed. This is the fourth type of mental activity at which the student's creative abilities are realized.

In conclusion, the meaningful use of the self-study models and the best possible ratio of classroom and self-study hours will definitely improve professionally oriented foreign language training at technical universities.

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