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## **THE EFFECTIVENESS OF STUDENT INDEPENDENT WORK.**

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### **Introduction**

Independent work of students in terms of credit technology of education is the most important form of organizing the educational process. It has tremendous opportunities to form interest in educational, research and professional activities, lays the foundations for the development of abilities, helps to deepen theoretical knowledge, and form the necessary competencies.

Naturally, the effectiveness of SIW depends on many factors, such as the quality of educational and methodological support, motivation for learning, the ability to work independently, the skills of working with sources, and others. Analysis of scientific and pedagogical literature makes it possible to single out the following approaches to the definition of the concept of "independent work of students":

- This is any activity of students organized by the teacher, aimed at fulfilling the set didactic goal in a specially allotted time for this: the search for knowledge, their understanding, consolidation, formation and development of skills and abilities, generalization and systematization of knowledge.
- This is a type of educational activity in which a certain level of independence of students is assumed in all its structural components - from problem statement to control, self-control and correction, with the transition from performing the simplest types of work to more complex ones of a search nature.
- This is the planned work of students, carried out according to the assignment and with the methodological guidance of the teacher, but without his direct participation.

[1]

So what is independent work of student? According to foreign researchers it has different definitions such as

- Learner managed learning;

- Self-directed learning;
- Self-regulated learning;
- Self-planned learning;
- Self-study;
- Independent learning;
- Autonomous learning;etc

### **Main part**

Independent work of students in teaching a foreign language at a non-linguistic university is a special form of self-education. It is multifunctional in nature and helps to learn a foreign language as a necessary professional component of a modern specialist, contributes to the formation of skills for the autonomous acquisition of knowledge and the development of information culture.

Therefore, consideration of the substance and content of independent work in the institutions of higher education, the formation of cognitive autonomy in the language teaching of students is an issue of the day. Cognitive autonomy includes an individual's ability to evaluate thought, to voice opinions, to make decisions, to capitalize on comparative validations, and to self-assess [2].

The introduction of new state educational standards led to the fact that a significant part of the work on the development of educational material is transferred to the extracurricular activities of students [3]. At the same time, the content and scope of the programs have not undergone significant changes.

Independent work is most accurately defined by Doctor of Psychological Sciences, Irina Alexandrovna Zimnaya: "Independent work is presented as purposeful, internally motivated, structured by the object itself in the totality of actions, performed and corrected by the process and result of the activity. Its implementation requires a sufficiently high level of self-awareness, reflectivity, self-discipline, personal responsibility, gives the object of training satisfaction as a process of self-improvement and self-knowledge [4].

Thus, to ensure the effectiveness of independent work, it is important who plans and organizes it (the teacher or the student himself), what it is aimed at (what goals it pursues), where it is carried out (in the classroom, laboratory, library, at home, in a computer class, in the network Internet, etc.), what is the degree of independence of students (they perform the task according to the algorithm, conduct an independent search, work creatively).

Within the framework of these Methodological Recommendations, we will take the following definitions as a basis: Student independent work - work on a specific list of topics allocated for independent study, provided with educational and methodological literature and recommendations, controlled in the form of tests, tests, colloquia, essays, essays and reports; depending on the category of students, it is subdivided into independent work of a student, independent work of a master's student and independent work of a doctoral student; the entire scope of the SIW is confirmed by assignments that require the student to work independently on a daily basis [5, p. 1 (11)]. Independent work of a student under the guidance of a teacher - extracurricular work of a student under the guidance of a teacher, carried out according to the approved schedule; depending on the category of students, it is

subdivided into: independent work of a student under the guidance of a teacher, independent work of a master's student under the guidance of a teacher and independent work of a doctoral student under the guidance of a teacher [5, p.1 (25)]. The entire amount of SIW is confirmed by assignments that require the student to work independently on a daily basis [5, p. 35]. The most typical tasks for SIW: work with a book - a textbook, reference literature, primary sources and other sources of information - databases and knowledge on the Internet, electronic textbooks, multimedia resources, etc .; observation of objects, processes, phenomena for the purpose of their description, analysis, etc .; experiment as a form of research activity, which is carried out to test the hypotheses put forward; solving problems and performing exercises in order to develop skills and abilities - "knowledge in action"; creative application of knowledge and skills, design and modeling, scientific research, etc. The SIWT includes consultations on the most complex issues of the curriculum, homework assignments, course projects (works), control of semester work, reports and other types of SIW assignments [5, pp .36] It is clear that the implementation of term papers and theses, preparation of reports at the conference, writing scientific articles, master's and doctoral dissertations will require regular consultations with the teacher. The authors draw attention to the fact that for the success of the SIW it is necessary to fulfill the following requirements: the goals of the SIW must be clear; tasks are available and basically doable; the timing and requirements for monitoring the results of SIWs must be known in advance, etc. carried out with the obligatory.

## **Conclusion**

Therefore, SIW should be clear formulated, delimited by the topics of the studied discipline, and their volume should be determined by the hours allotted in the curriculum. The student's independent work results should be monitored teacher. These results are evaluated and taken into account in the milestone and final certification in the studied discipline.

Thus, Development of the effective organization model of students' independent work in teaching a foreign language at a non-linguistic university promotes efficiency of professional independence of future experts, activation of their practical readiness, their independent decision of tasks of problem character in professional activity.

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