

## The Students' Self-Study Activities in Foreign Language Learning

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**Annotation:** One of the most accessible and practice-proven ways to increase the effectiveness of intensifying classes, students is the appropriate organization of independent study work. It occupies an exceptional place in the modern educational process, since the student acquires knowledge only in the process of self-study learning activities.

**Keywords:** educational process, knowledge, self-study, foreign language, student, independent work.

The essence and meaning of modern education is to become a graduate who is able to make choices independently, make responsible decisions, constantly update and improve the level of their knowledge. This involves the formation and development of students' independence as a significant personal quality. Therefore, one of the most important tasks of university is to develop students' ability to carry out self-study activities. The essence of the novelty of modern educational technologies is in the individualization of the learning process, increasing the role of students' independence in mastering knowledge. It is no secret that at a certain stage of learning, due to age-specific psychological characteristics, students lose interest in learning. Loss of interest in learning becomes the cause of indifference and apathy, indifference leads to laziness, and laziness leads to idleness and loss of abilities. That is why it is very important to build lessons so that they would be interesting and the content would be up-to-date. This would give students the opportunity to think independently and develop abilities, as well as having a focus on both scientific and practical activities.

Recently, more and more attention paid to the self-study of students in the learning process, in particular in the teaching of foreign languages. This is due to many factors, including the fact that in today's dynamic, constantly changing world is not enough just to have a certain amount of knowledge. A person should be able independently replenish their knowledge, to engage in self-education. Self-advocacy is not an innate quality of a person. For a student to be able to work independently, he/she must be taught this. Therefore, problems of the organization of self-study at a lesson are especially actual. I would like to stop on use at English lessons of modern pedagogical technologies, which promote formation of skills of self-study.

Independence is the ability to independent judgments, actions, resoluteness, possession of the initiative. It is the ability not to influence by various factors, to act because of their own views and motives. Analysis of the literature on this topic shows a variety of approaches to the definition of the concept of "independence", it includes the intellectual abilities of the student, allowing him to learn independently; readiness and desire of the student by his own forces to master new knowledge and ways of activity.

According to scientists, "learning independence" is such a property of a personality, which includes a number of formed actions (learning skills). Such learning skills in aggregate represent the content

of self-study of students – their ability to expand knowledge, skills on their own initiative, i.e. the ability to teach themselves without the help of a teacher [3].

According to V.B. Bondarevsky [2], learning independence as a quality of a pupil as a subject of the educational process implies the ability to perform some task (practical or educational) without the direct participation of a teacher. Successfully develop self-study of students in teaching English.

The foreign language lesson is a completed in time segment of work aimed at learning, during which the achievement of certain practical, educational and educational goals. The achievement of these goals contributes to the presence of the lesson has a certain structure, which includes:

1. *Beginning of the lesson.* Its purpose is to set students up for active work, to formulate the goal and tasks to be achieved. The beginning of the lesson includes the teacher's greeting, writing the date and topic of the lesson on the board.

2. *The central part of the lesson.* This stage includes an explanation of the new material, its consolidation during the performance of training exercises, speech practice, and self-study of students.

3. *Concluding part.* Includes summarizing of the lesson, evaluation of the work done, self-analysis, homework [3].

The most effective way of formation of educational independence while studying English is independent activity of pupils at a lesson. Independent activity of students promotes not only the development of their cognitive abilities, but also the ability to self-organization, self-control. Independent learning activity is a process aimed at achieving a result, which is learning independence. Therefore, the formation of this quality in students should begin from the first days of their training at the university.

It is worth emphasizing that the main goal of students' independent activity at English – to teach students to think, analyze, generalize and assimilate the educational material in a foreign language without the help of a teacher.

Thus, we can distinguish the following signs of students' independent activity:

- Presence of the task given by the teacher;
- Independence of students in performing the task;
- The lack of direct involvement of the teacher during the performance of the students;
- Activity, mental tension of students [2].

There are many types of self-study activities, of which the most common and frequently used is independent work. The effectiveness of students' performance of self-study in the process of learning English depends directly on the conditions for its planning, organizing, conducting and monitoring [5-16]. By the organization of independent work, we mean the actions of both the teacher and students aimed at creating the pedagogical conditions necessary for timely and successful performance of the task. When organizing self-study on the part of the teacher it is very important to formulate timely and correct goals and objectives, as well as the expected output results.

The main goal of self-study work – to develop the independence of students, to teach them to acquire knowledge without the help of the teacher, to think creatively, which, in turn, contributes to their preparation for life. Independent work at English lessons used not only for learning new

material, but also for revision, consolidation and quality control of already acquired knowledge and skills, performance of homework.

Classification of self-study work is made from different points of view: the degree of independence of students in the performance of work, the manifestation of creative activity, the place of work in the learning process (at what stage it is carried out), also the form of implementation and design of answers (oral or written) are considered.

Thus, we can conclude that learning independence should be understood as a property of personality that is formed in the process of human life activity and is manifested in its ability to self-organization, self-actualization, self-expression, and self-improvement [17-26]. The most successfully the learning independence develops at lessons for which presence of a certain structure is peculiar: the beginning of a lesson, the central part of a lesson, the final part of a lesson. The most effective way of formation of educational independence at lessons is independent activity of pupils which main objective is to teach pupils to think, analyze, generalize and assimilate the educational material in a foreign language [1]. Learning independence formed by various means, of which the most common is independent work. There are many different types of self-study, but only a combination of all types of tasks represents the optimal organization of independent activity, promotes the best mastering of the material and forms the students' self-study in the learning process. The creative level of independent work is associated with the formation of skills and abilities to search when solving complex communicative tasks, both in speaking and reading. For example, to act in accordance with the offered circumstances and the role assumed, to prepare a message on a certain topic, to listen to a message and express one's attitude towards its content; to read a story. In addition, to answer problem questions in connection with the content-meaningful plan of the text, to interpret the main idea of the text to stimulate the formation of learning and cognitive motives.

From psychology, it known that the knowledge obtained independently, by overcoming feasible difficulties, is assimilated more firmly than the received ready-made from the teacher. After all, during independent work each student directly encounters the material being learned, focuses his attention on it, mobilizing all the reserves of intellectual, emotional and volitional character. He cannot remain passive. We can make the conclusion that the development of the habit of self-study of students in foreign language lessons – an important component of the educational process [27-36]. Teach students to learn independently acquire knowledge and improve skills – such a problem is facing each teacher. To do this it is necessary to equip students with techniques for performing tasks, to develop certain algorithms for processing and assimilation of this or that material, to prepare the appropriate visual aids in the form of diagrams, tables and didactic material in the form of cards, a system of exercises, questions, guides, which would always be available to students. When planning a lesson, the teacher must necessarily determine the tasks for independent processing of the material by students, as well as choose an appropriate form of control. Systematic work aimed at organizing self-study of the student will form not only his cognitive activity, but also independence as a character trait.

Such approach favorably differs from traditional teaching in that it allows each student to self-determine himself at a lesson, as well as provides emotional comfort. At a lesson, stage-by-stage formation of mental actions realized. The calm and easy conditions at the lesson allow the students to remove a complex of fear of the teacher and fear of the subject. Students develop the habit of concentrating, thinking independently; develop attention and desire for knowledge [1].

Mastering a language in artificial conditions, that is, outside the environment where it spoken, requires the creation of imaginative situations that can stimulate communication in the language being studied, and is associated with the development of imagination. Wide ranges of individual

characteristics are evident in learning activities. There are different classifications, determined by what indicators taken as the basis for assigning students to groups. The activity of students, which consists of increased activity in that one should not just look, but see, not listen, but hear, understand, make meaningful use of thought operations, methods of mental work, also depends on the development of thinking. Summarizing the work done, it is worth noting that it is impossible to make the process of transferring and receiving knowledge ideal immediately. However, it is necessary to work on it, to develop new and improved methods.

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