

Review Article

PECULIARITIES OF ORGANIZING INDEPENDENT WORK OF STUDENTS OF PARTICULAR EDUCATION IN SURGUT BRANCH OF TYUMEN INDUSTRIAL UNIVERSITY

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Received: 19.11.2019

Revised: 20.12.2019

Accepted: 14.01.2020

Abstract

One of the effective means of educating students' cognitive independence is independent work, which has great developing capabilities. The author analyzed self-study from the point of view of the psychological theory of activity. Studying the state of the organization of students' independent work, they showed their attitude to this type of activity, determined how much it is necessary and interesting for them. The survey involved first and fourth year students. The conditions for enhancing the independent work of part-time students, contributing to the formation of educational and professional competence, are highlighted.

Keywords: independent work, students, distance learning, distance learning technology, teacher.

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DOI: <http://dx.doi.org/10.31838/jcr.07.01.69>

INTRODUCTION

The current stage of development of the education system in Russia is characterized by educational innovations aimed at preserving the achievements of the past and at the same time modernizing the education system in accordance with the requirements of the time, the latest achievements of science, culture and social practice. A characteristic feature of this period of development of education is the search for new content and forms, methods and means of training, education and management: the deployment of a wide experimental work aimed at introducing educational innovations based on the acmeological approach.

Analyzing numerous studies (L.S. Vygotsky, L.G. Vyatkin, L.V. Zharova, T.A. Ilyina, M.I. Makhmutov, O.A. Nielson, A.K. Osnitsky, P.I. Pidkasisty, S.L. Rubinshtein, M.N. Skatkin, L.V. Sukhova, D. B. Elkonin and others) it turned out that one of the modern principles of education reform is the principles of integration (provided by the study of processes and phenomena through the prism of various scientific theories and currents), innovativeness (constant changes that direct social systems to development are approved) and intensification (ensure using the use of modern computer, telecommunication, multimedia, remote, gaming, design technologies) [11].

Analysis of psychological and pedagogical literature and personal experience suggests that in the process of organizing a certain activity for its effectiveness it is necessary to highlight certain conditions for the implementation of this set of processes. At the same time, in the theory and practice of higher correspondence education, the problem of the formation of independence of correspondence students [2] remains poorly understood. In practice of a higher educational institution, insufficient attention is paid to this issue, therefore, the level of organization of students' independent work remains low. Confirmation of this is our survey. As it turned out, 1.4% of the youth surveyed are purposefully self-trained; 2.2% are able to plan independent work; independently organize it 1.2%; exercise self-control - 1.2% of students surveyed.

BASIC CONTENT

Teach students to independently acquire knowledge - one of the main tasks of didactics of the higher school. In the study approaches to typology independence various authors (YK Babanskii, AM Matjushkin Shamova TI et al.) Revealed that the creative independence are the highest level of cognitive independence, to achieve which must be included in the

learning process updated content and system resources due to this content and specific ways of mastering it. One effective means of education of students' cognitive independence is independent job having more developing capabilities [5].

Under the independent work, we understand a special kind of frontal, group and individual learning activities of students, characterized by a series of cumulative criteria: the presence of the job of the teacher; conscious, active, independent learners when it is run for some time without the direct assistance of the teacher, but under his leadership; manifestation of mental and volitional voltage; possession of skills of independent work; systematic implementation of student self-monitoring of the progress and results of their work, adjustments and improvements in the methods of its implementation [1, 4].

In Surgut branch of the Tyumen Industrial University extramural studies realized through the use of distance learning technologies, as it has a special significance for the students' independent work. ES Polat a distance learning understands learning system based on the interaction between the teacher and the students, student each other at a distance that reflects all the typical learning process components (target content, organizational forms, learning tools) specific ICT means and Internet technologies [7]. According to AV Khutorskoy, distance learning is learning in which remote from each other subjects of learning learning process is carried out by means of telecommunication.

Today we can distinguish the following types of distance learning technologies: case-based technology acquisition sets (cases) teaching materials for self-study; network technologies based on the use of local and global Internet network and implementing all forms of interaction between teacher and students; videointeraktivnogo technology training, using global and local network for interaction of students with the teacher and with each other in real time.

So, these types of learning technologies, especially modern computer networks, effective learning, but on condition that the training material, which is transmitted by these means, corresponds to the content, and promotes mental development and teaches to think, not just memorize ready information.

Students of correspondence courses need a real practical guidance on how to organize their own independent work on the study of each discipline, according to the curriculum. There is a fairly widespread belief that self-learning compared to classroom training less effective. It is based on the fact that it is

difficult to learn on their own, because there is no teacher who would explain to assimilate complex task, given the required knowledge in the finished form [12-14].

In psychology there is evidence that people remember only 10% of what it reads; 20% of what is heard; only 30% of what he sees; 50% of what we see and hear; 70% of what is said; and 90% of what does and speaks. Therefore, the information is better remembered when a student is involved in the process, has been actively involved in acquiring new knowledge and interacts with all the participants of training that will help sort out all the confusing situations.

However, most part-time students prefer to lecture notes and textbooks on a certain discipline, which also did not give the complete knowledge, but, of course, satisfy the necessary minimum [10]. The examiners, with very few exceptions, do not expect too deep knowledge of students, mainly limited to coverage of theoretical issues in the textbook. The attempt to set the examiner more complex issue, puts the student in a difficult position. Therefore, most part-time students believe that the classroom training for them is more preferable than an independent acquisition of knowledge, despite the fact that they deliberately chose distance learning.

RESULTS

To find out how you can offer a way to solve this problem, we analyze the self-study terms of the psychological theory of activity.

Factors of any human activity are the purpose, motives, means and results of operations. To adjust the process, it is necessary to examine each of these components and their hidden potential. If we assume that the majority of part-time students are aware of their goals and one of them - to get higher education, their motives may differ significantly from the desire to raise the professional level of cognitive motives to the mercantile and sometimes even unconscious [3]. Although mostly part-time students - adults, independent people and are well aware of the goals and motives of the doctrine.

Teachers working with students, as a rule, can quickly note the interest or indifference audience interest (common human or professional) to certain information [12]. Therefore, when using various academic groups feel the difference in the so-called "business motivation" as a group or individual students. Interested audience an active learner, more interested in literature.

Such students are actively involved in scientific work consciously on the basis of their own interests, prepare abstracts, reports, choosing the theme of student projects. In the absence of cognitive motives learning process is converted into mechanical and ineffective process, and the influence it can only estimate, which is also for these students is a situational motivation. However, sometimes it has a certain influence, if accompanied by a teacher or praise when it is activated competitions, public opinion and the like. Sometimes these reasons (competition) are colleagues. It is very vulnerable to the evaluation of older students, younger - often indifferent. Interesting motif of some students-parents (usually the mother) to be an example and a model for their children who are in school or are students.

Another factor - the personal position of the student in the process of self-study. However, it should not be neglected in this process the role of the teacher as its organizer and leader. During the organization of independent work must take into account the specifics of the discipline, as well as the level of preparedness of students to it [9]. Conducting a survey of students of correspondence courses toward 21.03.01 Oil and gas business, we received the following information - 40.9% of students admit they do not know how to organize independent work; 59.3% of respondents complain that they can not manage time. Therefore, to solve the problem of planning educational activity part-time students need to familiarize them with the plan of the learning process for the entire

period of study. This schedule should have each student, it should assist in the planning of individual independent work permit in advance to receive on chairs problem for the tests, to get acquainted with the subject, the program coursework and state examinations and the like. Schedules allow planning consulting with the teacher during the intersessional period. It should be noted that, despite the time, because most of the students also work, a significant number of students receive such consultations between sessions.

According to the survey, questionnaires, interviews, observations made in the student's environment, there is a fairly widespread belief that self-learning compared to classroom with less popular among young people. This is because it is difficult to learn on their own, because "not around the teacher," which "would explain complex issues to digest", gave the required knowledge of "off the shelf". That is, the focus is on classroom training, where the main subject is the teacher [6]. This indicates that students formed a purely consumerist idea of training and they are only the object of learning activity.

Studying the state of organization of independent work of students, we investigated their relation to this type of activity, defined as for them it is a necessary and interesting. The poll was attended by students of the first and fourth years. To the question "How do you feel about self-directed learning" (had to choose one of the answers: 1) active-positive; 2) passive-positive; 3) care; 4) is negative; 5) very negative) among first-year students is completely absent active-positive attitude to work independently, have a positive attitude 20% of young people, indifferent and negative attitude are respectively 28% and 40% of those surveyed. Among the students of the 4th year there is a great activity for self-employment. Since active-positive attitude to work independently discovered 12% of students, 34% have a positive attitude and indifferent, negative and very negative view of 14% of the students to work independently. So, most of the students do not consider the independent work of one of the basic forms of training in higher educational establishment and form of their professional growth.

To the question "Do you feel independent work required?" Only half of the students from the number of respondents (29%) gave an affirmative answer, and 24% of part-time students "have not thought about this question."

It is obvious that this situation requires a search for ways to create positive self-motivation Labor Organization.

CONCLUSIONS

The process of organizing students' independent work during training is complicated by a number of reasons: a low level of formation of needs for independent organization of educational activities; low level of motivation for independent organization of education in the pre-university period and during studies in a higher educational institution; lack of self-organization skills; low interest in learning; insufficient level of self-awareness, self-discipline, responsibility; lack of self-reflection skills [8].

For lack of classroom time, the university does not pay enough attention to general rules and techniques for finding additional information (working with bibliographic materials, directories, catalogs, dictionaries, encyclopedias, obtaining information on the Internet, etc.), rational processing and recording of information (plan, abstracts, synopsis, abstract, notes, quotes, review, etc.). Students independently decide which way to study and memorize the material to choose. This happens rather intuitively, because, as a rule, none of the teachers pays attention to the techniques of memorization, but does not acquaint, for example, with the techniques of mnemonics. Therefore, such disciplines as "Introduction to the specialty", "Fundamentals of scientific research in the oil and gas industry" are to some extent designed to compensate for this shortcoming.

One of the indicators of a student's independent work is self-control and correction of their own activities. To exercise control and correction of independent work of part-time students, teachers use such forms as control, term papers, tests, exams and the like. All these types of educational activities are designed to develop among students such an individual psychological quality as self-regulation. An important manifestation of objective self-regulation is the ability to evaluate the final and current results of one's actions, to correct them, to understand how these actions can be replaced so that the result meets the set requirements. After all, it is well known that the development of human self-regulation contributes to the formation of his independence.

As you know, the main functions of monitoring educational activities are: checking and evaluating the quality of the learned material; determining the level of mastering the discipline program and assessing the quality of the educational process; planning corrective means to prevent identified deficiencies in educational activities and consolidate achievements; study and promotion of positive experience, teaching methods and techniques, organization of students' independent work.

There are no ready-made ways to organize independent work. Each teacher is free to choose the means and methods of its organization and stimulation, but, undoubtedly, must take into account the specifics of the form of training chosen by the student, implement an individually-differentiated approach taking into account, in particular, the goals and motives of learning, while trying to objectively evaluate the results of students' educational activities.

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