

## METHODS OF ORGANIZING CONTROL AND INDEPENDENT WORK OF NON-LINGUISTIC UNIVERSITY STUDENTS

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**Abstract.** Rapid socio-economic changes also affect the higher education system, which faces the need to revise the organization system, adapt curricula, programs, and the educational process as a whole to the requirements of the time. Approaches to the organization of the educational process are changing too. The effectiveness of teaching a foreign language largely depends on the organization and management of the educational process. Control and independent work play an important role in the organization of training. The control provides an opportunity for teachers to observe, analyze, objectively evaluate and correct the course of the educational process. Proper organization of independent work, its systematicity, expedient planning allow students not only to develop skills and abilities in mastering and systematizing acquired knowledge, but also to ensure a high level of academic performance during the training period. In the article, the authors offer effective ways of organizing control and independent work of students of a non-linguistic university, contributing to inclusion in educational activities and solving the main educational tasks.

**Key words:** higher education, non-linguistic university, foreign language, educational process, control, independent work, testing.

## СПОСОБЫ ОРГАНИЗАЦИИ КОНТРОЛЯ И САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ НЕЯЗЫКОВОГО ВУЗА

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**Аннотация.** Стремительные социально-экономические изменения затрагивают и систему высшего образования, которая сталкивается с необходимостью пересматривать систему организации, приспособлять учебные планы, программы, учебный процесс в целом под требования времени. Также меняются подходы к организации самого учебного процесса. Эффективность обучения иностранному языку во многом зависит от организации и управления учебным процессом. Контроль и самостоятельная работа играют немаловажную роль в организации обучения. Контроль предоставляет возможность преподавателям наблюдать, анализировать, объективно оценивать и корректировать ход учебного процесса. Правильная организация самостоятельной работы, ее систематичность, целесообразное планирование позволяют обучающимся не только развивать умения и навыки в усвоении и систематизации приобретаемых знаний, но и обеспечивать высокий уровень успеваемости в период обучения. В своей статье авторы предлагают эффективные способы организации контроля и самостоятельной работы обучающихся неязыкового ВУЗа, способствующие включению в учебную деятельность и решающие основные образовательные задачи.

**Ключевые слова:** высшее образование, неязыковой ВУЗ, иностранный язык, учебный процесс, контроль, самостоятельная работа, тестирование.

Socio-economic changes affect the higher education system, which faces the need to revise the organization system, adapt curricula, programs, and the educational process as a whole to the requirements of the time. Approaches to the organization of the educational process are also changing [2].

The content of teaching a foreign language is some educational material that students need to learn in order to carry out speech activity in a given language. The effectiveness of teaching a foreign language largely depends on the organization and management of the educational process. Control and independent work play an important role in the organization of students' education. Control in teaching foreign languages is

1) a process of determining the level of knowledge, skills, and abilities of a student as a result of performing oral and written tasks, tests, and evaluating on this basis a certain section of a program, course or period of study;

2) a part of the lesson during which the teacher evaluates how a student or a group of students learns the content of the subject in all or some of its aspects [8].

The following types of control are used in foreign language classes:

- entrance testing to determine the initial level of foreign language proficiency (based on the test results, we can complete study groups and determine the teaching program);

- current control to identify specific difficulties encountered in the educational process (carried out at each lesson in the process of studying educational material by students);

- intermediate control to determine the level of assimilation of curriculum section (the formation of speech skills and abilities);

- final control to determine the level of proficiency achieved by students in different types of speech activity (carried out at the end of each year of study (semester) with the help of special control tasks).

The open or hidden forms of control in the educational process depend on the attitude that students receive: either for control or for speech practice. Open control relies on a voluntary form of attention, when students realize the controlling nature of the activity they are performing. Hidden control implies involuntary attention, because the activity of students is not aimed at control, but at learning. Open control is used for entrance testing, intermediate and final control. Current control can be not only open, but also hidden. The following forms of control are used in foreign language classes: frontal, group, individual, differentiated, oral.

Testing is one of the most effective means of determining the level of proficiency in speech skills and abilities, since it is the most objective and economical way of control. Currently, the methodology uses the term "linguodidactic test", which was introduced by V. A. Kokkota [4]. A linguodidactic test is a type of test that:

- is used to identify the degree of linguistic and/or communicative competence of the students;

- meets the requirements for this form of control;

- is a set of tasks consisting of parts and subtests for testing certain types of speech activity or language components;

- passed preliminary testing;

- involves obtaining results that can be evaluated according to established criteria.

There are three types of tests: open, closed, and faceted. The closed type includes:

1) multiple choice test;

2) alternative answer;

3) establishing correspondences;

4) restoring the sequence [6].

The open test includes:

1) addition (missing words, prepositions, adjectives, etc.);

2) free presentation (essay, detailed answer, etc.) [7].

Faceted test can be tables, crosswords, etc.

Independent work is an activity organized by the student himself due to his internal cognitive motives and carried out at the most convenient time for him on the basis of indirect systemic flexible management by the teacher [3].

To determine the structure and volume of independent work, the teacher should know the communicative, learning and educational needs of students. Communicative needs are identified based on the analysis of situations in which they will use a foreign language, and the establishment of the existing difference between what the student already knows, and what he should achieve.

Learning needs are based on how the students study language phenomena and how the process of formation, development and improvement of skills that are necessary in real communication situations

occurs. Educational and methodological materials (curricula, textbooks, manuals, methodological recommendations, etc.) should be prepared that correspond to the individual needs and interests of the students, their psychophysiological and cognitive characteristics, experience and level of language.

Educational needs include the needs to acquire the necessary knowledge, skills and abilities provided by the predictive model of competence. A predictive competence model is a set of knowledge, skills, abilities and value orientations that ensure the fulfillment of a particular social role. It is necessary to identify the educational needs of each student, since they are always individual, must be understood by both the teacher and the student. Thus, by joint efforts, the student and the teacher determine the volume and set of those knowledge, skills and abilities with which the student will be able to effectively solve communicative tasks.

The project method is a system in which students acquire knowledge and skills in the process of planning and performing gradually becoming more complicated practical tasks – projects. Students' project activity is an independent structured work aimed at solving a specific problem that requires integrative knowledge and research [5].

The purpose of the project work is to develop:

- independence in thinking and actions;
- communicative and research skills;
- skills to cooperate;
- skills to work with information, formulate problems and find ways to solve them;
- critical thinking [1].

The project work consists of several stages: stage 1- presentation of the project topic: identification of students' knowledge; selection of basic concepts; search for problems; stage 2 - problem selection: identification of information to be learned; selection of the main problem; definition of research objectives; stage 3 - formulation of subtopics (problems): definition of subtopics and problems; definition of the issues in the subtopics; consulting groups; stage 4 - work planning: group discussion of the work plan; decision-making on the form of the project; stage 5 - project implementation: independent work of project participants in groups; consulting; stage 6 - presentation of the project (protection): demonstration of research results; proposals for solving problems; presentation of the result ready for implementation; stage 7 - evaluation of the project: assessment of planning, process, activity; self-assessment; determination of the level of knowledge of a foreign language; analysis of successes and failures.

Rational methods of intellectual work that promote inclusion in independent activity, which are associated with, are:

- observation of a particular linguistic phenomenon, comparison of linguistic phenomena;
- search for the necessary information;
- systematization of information;
- ability to use reference materials;
- self-control of the actions, self-esteem.

Control is of great importance for the teacher, because it provides an opportunity to observe, analyze, objectively evaluate and correct the course of the educational process. On the one hand, the teacher has information about the quality of students' assimilation of educational material and about the compliance of the methodology used with the specific needs of the students. On the other hand, control allows the students to receive information about the progress and evaluation of their educational activities. It is necessary to control the quality of knowledge acquisition that ensures the success of the formation, development and improvement of the necessary skills in different types of speech activity.

Proper organization of independent work, its systematic character and expedient planning allow students to develop skills and abilities in mastering and systematizing acquired knowledge, to ensure a high level of academic performance during the training period, to acquire professional skills.

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