



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.02136.4

MASTERING SKILLS OF INDEPENDENT STUDY AS THE BASIS OF PROFESSIONAL SELF-EDUCATION

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ABSTRACT

Currently, the goals, strategies, tasks and content of professional training of university students are undergoing significant changes: the formation of thinking focused on the construction of non-standard forms and models of real professional activity comes to the fore. From these positions, the following skills become important for the future specialist: orientation to project and mobility, independence in solving professional tasks – thus, we are talking about the acquisition of competence.

KEYWORDS: *Independent Study, Tasks, Self-Study, Learning Tools, Strategy, Systemization.*

INTRODUCTION

Modern requirements make it necessary to revise the usual learning strategy. The transition to learning tools is beginning to take place, encouraging students to develop internal motives for cognition, increase the level of theoretical understanding of their practical activities. The importance of fundamental knowledge increases, the course on individualization increases, the volume of independent work of students increases, the transition from educational activities under the guidance of a teacher to independent studies becomes important.

It should be remembered that there is a fundamental difference between the educational activity of students under the guidance of a teacher and its independent forms, which is not paid enough attention to. When a teacher leads students from a concept to reality, such a teaching method is valid only as a methodical technique. When it comes to the formation of

a concept through independent work with educational materials and tools, the conditions of activity change decisively.

Thus, it is necessary to teach students how to logically analyze the sources of educational information, in particular, the analysis of information models in which the content of scientific concepts is fixed, which at the same time constitutes one of the most important tasks of training designed to prepare students for independent learning activities.

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Independent work of a student (IW) is considered (L.I. Petrova, L.N. Kutergina)¹ as a means of teaching, providing: the formation of the necessary volume and level of knowledge, skills and abilities acquired by students during training, based on the set didactic goals and objectives of the discipline; mastering perfect ways of mental activity that ensure the productivity of cognition in the course of independent mastery of educational material; development of a psychological attitude to systematically replenish their knowledge and skills to navigate the flow of scientific and pedagogical information when solving new cognitive tasks; management of independent cognitive activity of students in the learning process. Didactics of higher education defined the concept of "*independent work of students*". It includes:²

- ◆ the presence of independent cognitive activity, the main motive of which is the independent mastery of new content;
- ◆ reliance on existing knowledge, skills, skills;
- ◆ systematic and systematic organization of independent work, taking into account the preparedness of students and their psychological characteristics;
- ◆ performing tasks (educational, research) under the guidance of a teacher or on the basis of methodological developments that contribute to the assimilation of various knowledge, the acquisition of skills, skills, experience of creative activity and the development of independence in behavior (I.A.Zimnaya, G.M. Kojaspirova, V.Ya. Kislenko, T.A. Kulikova, L.G. Niskanen, N.A.Starodubova, etc.)³.

Tasks of independent work:

Systematization and consolidation of the received theoretical knowledge and practical skills⁴;

- deepening and expanding theoretical knowledge;
- formation of skills to use regulatory, legal, reference documentation and special literature;
- development of cognitive abilities, student activity, creative initiative, independence, responsibility and organization;
- formation of independent thinking, abilities for self-development, self-improvement and self-realization;
- Formation of research skills.

It follows from the above that independent work is an integrative concept, which includes both the readiness of the student himself for independent activity, and the ability of the teacher to develop this activity among students. At the same time, the main thing is not the optimization of its individual types, but the development of students' activity, independence, desire to prove themselves (L.G. Niskanen)⁵.

Independent work in an educational institution can be organized individually with each student, with several students (for example, project teams) and a study group (lecture stream) as a whole.

Analysts of the Research Institute of Higher Education identify the main characteristics of independent work of students.

1. The focus of independent work on the profession. First of all, it is the formation of a steady interest in the chosen profession and methods of mastering its features, which depend on the following parameters: the relationship between teachers and students in the educational process, the level of complexity of tasks for independent work, the involvement of students in the formed activity of the future profession.

2. Professional orientation of independent work. The indisputability of this educational and substantive thesis from the point of view of knowledge, involvement in creative professional activity, effective personal interaction in the profession should not detract from the importance of knowledge of the general humanitarian culture of the relevant blocks of disciplines of the curriculum.

3. The rhythm of independent work of students. The intensification of the educational process involves the rhythmicity of independent work by reducing the routine work of the student in semesters. When forming the time volume of his subject, the teacher should take into account the total workload of students, and not the importance of only his discipline.

4. Individualization of independent work of students, which includes:

- increasing the proportion of intensive work with more prepared students;
- division of classes into mandatory and creative parts (for everyone trying to cope with more difficult and, most importantly, non-standard tasks, additional questions, educational and problem situations, etc.);

- regular consultations with students;
- Comprehensive and timely information about the thematic content of independent work, deadlines, auxiliary tools, forms, methods of control and evaluation of the final results.
- Depending on the course the student is studying, the specifics of the subject being studied tasks for independent work can be very diverse. It is important to strive to ensure that in junior courses independent work aims to expand and consolidate the knowledge and skills acquired by the student in the classroom.
- Independent work is an important factor in the theoretical and practical preparation of students for the upcoming activities, the formation of the necessary knowledge, skills, moral and mental qualities. In modern conditions, the degree of responsibility of the student has increased both for his educational activities and for the development of his horizons, knowledge, specific subject content and general content.
- Independent work as a form of training organization is possible and necessary to obtain any educational result. However, its types for obtaining different educational results will be different:
 - • to acquire knowledge: work with dictionaries and reference books; familiarization with regulatory documents; educational and research work; work with lecture notes; work with educational material (textbook, primary source, article, additional literature, including materials obtained via the Internet); taking notes of texts; answers to control questions; preparation of abstracts for presentation at a seminar, conference; preparation of abstracts, etc.;
 - • for the formation of skills and abilities: solving typical tasks and exercises; solving variable tasks and exercises; performing drawings, diagrams; performing calculation and graphic works; solving production situational (professional) tasks; designing and modeling of various types and components of professional activity; performing course and final qualifying works; experimental and design work; exercises on a PC and simulator, etc.
- When addressing the problem of the formation of independent work skills in the learning process, it seems necessary to solve a number of issues (issues related to activity in the process of independent work, the effectiveness of independent work, etc.).
- Whilst offering a number of models for self-learning the review authors conceptualized independent learning in terms of processes of self-regulation. These were organized around four or more phases for students to complete including: planning, self-monitoring, controlling the pace and direction of the work and evaluation. Evaluation included students' feelings of pleasure or otherwise. Self-motivation was also identified as necessary for successful independent learning. 'External' elements which supported independent learning included the development of a strong relationship between teachers and students, and the establishment of an 'enabling environment'. Research in the review described an 'enabling environment' as one which included an appropriate 'physical environment', a flexible approach to time that teachers gave students to work on specific tasks and a shared willingness to undertake independent learning on the part of students. Appropriate resources were also necessary and it was important that teachers were knowledgeable about the work

being done. An essential element of independent learning identified in the review was positive relationships between teachers and students, based on trust. A mutual responsibility for learning, which drew in students' experiences in their family and local community, was also necessary. The skills which the review found to be necessary for successful engagement in independent learning are covered in the next section.

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