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METHODS AND TECHNOLOGIES IN INDEPENDENT WORK OF FOREIGN STUDENTS

Introduction. The method of teaching is interpreted as a way of interconnected activities of teachers and students aimed at solving complex problems of the educational process [3, p.62], achieving a certain goal in teaching and learning [1, p. 228]; a set of techniques, operations of mastering a certain field of practical and theoretical knowledge, a particular activity; way of organizing the process of cognition [4, p. 66].

The aim of the article is to define and ground the modern methods and technologies in independent work of foreign students in foreign languages learning.

The main material. The chosen method should promote the implementation of the principles of organization of independent work; create the student's interest in improving the level of foreign language proficiency; desire and need for learning; focus on the student's personality, take into account his / her interests and needs, arouse positive emotions; develop creativity, independence, functioning of mental processes that affect the level of foreign language proficiency; intensify the speech-thinking, communicative and intellectual activity of students in the process of independent work; provide active independent educational and cognitive activity of foreign students.

All the above goals and requirements are implemented in the **communicative method**, which is based on the provisions of communicative linguistics and the ideas of personal-activity approach and brings the process of language acquisition closer to the process of real communication.

Let's consider technology in more details. Using the definition of «technology» after A. N. Schukin [5, p. 6], in the context of the study of the

organization of independent work of foreign students by technology we mean a set of methods of work of teachers and students, which ensures the achievement of certain goals with maximum efficiency for the minimum period of time.

Therefore, **problem-based learning technologies** are especially relevant in the organization of independent search, communication practices and to some extent control of the results of independent work. They are designed to ensure that students acquire certain knowledge and skills not only in ready-made form, but in the process of their own active speech activity.

The student finds himself in an environment where the unknown is presented as an object of search, the unknown becomes known and assimilated in the process of active search and speech activities. The knowledge received by the student as a result of independent behavioral and mental activity is considered by students as own discovery.

Sometimes the concepts of «problem situation» and «task» are identified. We adhere to the position of I. O. Zymnya on the need for a clear delineation of these concepts [2, p. 206]. Problem situation means that in the process of activity the student encounters something incomprehensible, unknown, i. e. there is an objective situation when the problem that arises requires the student some effort, mental and practical action. At the moment when thinking joins the student's activity, the problem situation becomes a Task. The problem arises as a consequence of the problem situation as a result of its analysis, which determines the legitimacy of its interpretation as a model of the problem situation, built and accepted by the student [2, p. 206].

Thus, the use of **problem-based learning technologies** in the independent work of foreign students involves:

- focus on the student's personality, his / her interests, goals;
- emphasis on the development of educational and strategic competence, in particular its organization and planning, reflective, research aspects;
- use of communicative-search, cognitive-search (linguistic and psychological-pedagogical) problem tasks in independent work of foreign

students;

- use of tasks with increasing speech-thinking, intellectual and communicative complexity;

- gradual increase in the level of problems, the upper limit of which is an independent analysis of situations, identification and formation of student's problems, as well as its independent solution; gradual transition from the definition of the problem by the teacher to the independent formulation of the problem by students and its independent solution.

The principles we have singled out are effective and **project technologies** are effective in organizing the independent work of foreign students. They are interpreted as a way to achieve the didactic goal through the detailed development of problems (technology), which should end with a real practical result, designed in one way or another.

We define the following goals of project technologies:

- to improve the level of mastery of speech, language, linguistic and socio-cultural, and learning-strategic competences;

- to demonstrate the student's ability to use research experience gained in the learning process;

- to realize one's own interest in the subject study;

- to intensify educational and cognitive activities;

- to activate the student as a subject of activity;

- to expand the range of knowledge about the subject of research;

- to develop the ability to present the results of their own activities;

- to create conditions for the development of the student's personality by giving him / her the opportunity for self-realization in the process of choosing the theme of the project, its implementation and presentation;

- to form student's independence;

- to develop creative, critical thinking;

- to learn to cooperate in the process of working on a project based on modeling social interaction in a small group during the learning process.

Project technologies that can increase the motivation for independent work, improve the level of foreign language, the development of student's autonomy, should be widely used in the independent work of foreign students.

In our opinion, the use of the «**portfolio technologies**» in the independent work of foreign students is promising. The language portfolio is a package of documents where its owner records his / her achievements and experience in mastering a foreign language, received qualifications, as well as certain types of work performed during the training period, indicating the success of the portfolio owner in mastering a foreign language. The language portfolio entitled «European Language Portfolio» was developed within the framework of a Council of Europe project based on the «Common European Framework of Reference for Languages» and piloted in various countries (1998 – 2000).

The rapid development of science and technologies determines the feasibility of the use of **information and communication technologies** based on the use of computer and telecommunications facilities operating on the basis of microprocessor technology, modern means and systems of telecommunications information exchange, audio-video equipment, etc. production, storage, processing and transmission of information.

Conclusion. To sum up all above-mentioned material, we stated that the organization of independent work of foreign students is based on **communicative method**, which is based on the provisions of communicative linguistics and the ideas of personal-activity approach. The main methods of teachers, who organize independent work of foreign students to master a foreign language are: organization of independent search, organization of independent training, comprehension, organization of communication practice, control (direct and indirect). Among the students' methods it is expedient to distinguish: independent search, comprehension, training, independent practice of communication, self-control and self-analysis. Concretizing these methods, we came to conclusion about the feasibility of using in independent work of foreign students' technologies of problem-based learning, project technology,

information and communication technologies and «portfolio» technology.

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