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INFORMATION MEDIUM IN ORGANIZING STUDENTS' SELF-GUIDED WORK IN THE SYSTEM OF HIGHER PROFESSIONAL EDUCATION

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Abstract. *The article is devoted to the problem of students' self-guided work in the system of higher professional education and approaches to its organization. The forms, methods, tools and guidance conditions provided by the teachers that will contribute to a high quality organization of students' self-guided work during their study at university are considered. The possibilities of the information medium in the organization of students' self-guided work are revealed.*

Keywords: *self-guided work, students, higher professional education, information medium.*

Higher education is one of the key factors influencing the professional formation of a person. Therefore, the quality of the offered higher education directly affects the success of an individual and overall positive development of

the whole society. One of the indicators of education success is students independence which is important for making independent judgments and actions in overcoming learning difficulties. Any novice specialist must have basic knowledge, professional skills and aptitudes of his profile, experience of creative and research activity on solving new challenges, experience of social and evaluation activity. The last two components are formed in the very process of students' self-guided work.

In recent years, high school gradually has moved to implementing competency-focused model of specialists training, which requires resolving the contradiction between the organization of students' self-guided work in higher educational establishment and modern requirements for professional competency of the prospective specialist.

The issues of professional training at high school are considered in numerous works of philosophers, psychologists, teachers, including B. Ananiev, S. Akhtyrskyi, L. Berestova, Yu.Vardanian, I. Zymnia, M. Karapetova, Yu. Kruhlov, I.Liehostaiev, O. Leontiev, A. Markova, A. Khutorskyi, V. Shadrikov, S. Shyshov, V.Yudin and others.

Comparative analysis of competency and qualification-focused teaching model is presented in the studies of the scientists I. Zymnia, W. Kalniei, H. Skamnytska, Yu.Tatur, A. Khutorskyi, M. Choshanov, S. Shyshov, B. Elkonin and others. Based on this analysis they formulated the requirements for the competent specialist who should have not only a certain level of knowledge and skills, and is able to implement them and realizes them in his professional activity.

The studies of A. Derkach, N. Kuzmina, A. Markova, K. Petrov, V. Petrovskyi, V. Semychenko, V. Shadrykov and others form a certain scientific and theoretical basis for the effective training of prospective teachers for professional activity. However, the approaches to the organization of students' self-guided work in the system of higher professional education require special consideration.

The article aims to justify conceptual approaches to the organization of students' self-guided work in the system of higher professional education.

According to the competency-focused approach to professional training, prospective specialist should gain an experience of creative, research, social and evaluation activity which is formed during students' self-guided work.

Specific knowledge and skills in the field of organizing self-guided work has each yesterday's pupil. However, many of those who joined the higher educational institution are experiencing serious difficulties related to the organization of one's own learning activity, choice of effective methods of learning and usage of knowledge. These difficulties are largely due to the lack in the students a system of knowledge about the culture of mental activity and

skills of self-analysis of academic work, absence of formed strong-willed character traits.

Students' ability to independently understand theoretical and practical issues to some extent is being formed during the entire educational process. But based on the reproductive perception and memorization of educational information that the teacher gives one cannot be a competent specialist, neither form a complex of qualities needed in future professional activity. The level of education, which may be obtained at higher educational institution depends largely on what most students do with their personality, how purposefully, deliberately and persistently they work to develop professionally significant qualities. Therefore, it is very important to shift the position of the first-year students (let they teach me) to the position of the prospective specialist (I am preparing myself for the profession with the help of university educational system). But in the practice of the university management of professional self-education is sometimes carried out occasionally since it is believed that the organization of learning process and educational activities conducted at university themselves stimulate the students' work on their personality, causing significant desire to improve personal professional qualities.

In the framework of competency-focused model of training the goal of self-guided is to teach students to learn and thereby contribute to their professional development, which involves the formation of future specialists' professionally significant qualities. Analysis of pedagogical literature and educational practice allowed to distinguish a set of professionally oriented qualities, to the formation of which students' self-guided work contributes [2].

Formation of professionally significant qualities and character traits through the development of skills of students' independent learning and research requires that it should be conducted since the first days of admission to higher educational institution. Therefore, in the educational process of higher school along with mandatory training it is necessary to determine the types and ways of students' self-guided work, to elaborate a system of consistent training students for independent search. It is necessary to create the conditions that self-guided work would become commonplace for students, and creative activity and active scientific research would become their constant need. Students' feelings and will require systematic attention and complication of prospects.

It is advisable for the first-year students to include as a separate special course or as a section of the course "Introduction to specialty" materials on various aspects of academic work accounting for the peculiarities of professional training, which is to cover the following issues:

- peculiarities of learning at higher educational institution and mastering the chosen profession;
- main forms of educational and research activity;

- culture of listening to lectures and preparing to seminars and workshops;
- methods and techniques of work with information;
- forms of teacher-students cooperation.

In the first year when the studying general subjects it is important to develop students skills to use educational and other literature, various sources of information using special tasks on the reading analysis, work with several literary sources, the choice to remember or summarize the key ideas, put down what has been read in the form of abstracts, summaries and notes. The above listed skills can not only significantly expand the stock of existing knowledge on the subject, but also to develop the students' willpower, attention, perseverance, accuracy, ability to allocate the main thing that is a necessary basis for the formation of competency.

The next important step in the development of students' self-guided work should be preparing by students presentations at seminars, presentations, reports, essays, term papers and theses. It is necessary in these types of work to focus students' attention on the development of communication skills of monological and dialogical speech, including skills to express their views, ask questions, reasonably answer questions, if necessary defend their position with arguments, to show the credibility or flexibility, proving their point of view.

The analysis of students' work at seminars demonstrated that oral presentations of the most learners are reproductive in nature, and only a small proportion of students are trying to adapt, interpret the studied material, draw additional information. Abstractive presentations usually do not go beyond reproduction.

Organizing students' self-guided work at seminars and when preparing for them it is possible not only to knowledge, to monitor the results, but also to get an opportunity to nurture raise prospective specialist. Seminars constructed as an equal interaction of the subjects of educational process, forms practical experience of joint participation in discussions, teaches to accurately express the thoughts in speech, to disprove incorrect opinions of the classmates, bring honor to partner's personality. The presence of common goals in the group affects the formation of students' self-motivation, revealing the necessity to develop professionally important qualities.

Given the present tendency to increase the number of hours for students' self-guided work the issues of the rational allocation of students' time is becoming especially important.

Most of those coming to the university have the problem of formation of subjectivity as a specific activity for acquiring educational and professional activity which causes psychological unreadiness to its restructuring and insufficient involvement of students in the educational process. Active position in learning is not achieved because the modern school graduate is poorly

prepared to perceive scientific information and work independently on its comprehension. Most students need help in developing the skills of self-organization and self-education in the new environment, the development of educational and professional motivation, in the development of reflection.

The priority of students' self-guided work does not solve the problem of its organization. It is the problem of individualization of learning and developing creative abilities of prospective specialists which remains unresolved. Without changing forms of work, it is impossible to break the stereotypes of activity that yesterday's schoolchild has.

Professional training should start with the purposeful formation in students a new values-based and semantic attitude to the specifics of university forms of work, new forms of interaction with the teacher.

Experience of work with students shows that when using the traditional form of teaching, students in their self-guided are mainly limited to the study of lecture notes and do not refer to textbooks, dictionaries, atlases and guides without special assignments. Before the presentation of the theme students have no questions, since the material is unknown, and cognitive needs are stimulated by external factors only: interesting manner of explanation, illustrations, examples. After the presentation of the topic, there are also issues arising due to the student's confidence that the material is "already prepared" by a teacher and does not require further study.

As a result, students have poorly developed internal motivation, and the desire to understand and sort out the issue himself.

The component of regulation of students' independent work guiding is linked to organizing the forms of cooperation, stimulating their independence and creative activity.

In V. Liaudis' s research [1] there are eight forms of cooperation in the organization of students' extracurricular self-guided work, namely: introduction into activity; split action; simulated action; supported action; self-regulating action; self-organizing action; self-encouraging action; partnership.

Transitions from one form of interaction to the other provide not only formation of self-managing activity, but self-organization of learning as a whole, leading to regulation of positions and relations. When self-guiding transforms from the means of achieving private objectives of education (formation of subject-content knowledge and cognitive actions) to the purpose of training per se, the transition of the individual to new levels of self-regulation takes place.

At the initial stage of training students at higher educational institution it is important to provide students transposition from the object position to the position of the subject – an equal partner in communication. A barrier to exercise communicative activity is usually an increased anxiety caused by unfamiliar learning environment. In order to prevent and reduce the anxiety, to

achieve group cohesion it is possible to engage trainings on communication. The effectiveness of these forms has been repeatedly confirmed: at first seminars students should completely direct their activity on educational and professional activities. A condition of its manifestation and development is organization of dialogical interaction at lectures and in seminars. Educational dialogue should become familiar and comfortable for students. It is also provided by the position of a teacher and facilitator whose task is to create a special climate of trust. The teacher acts not as a carrier of “correct knowledge”, but as a guarantor of assistance in search of means of self-development, which provides equality of educational process participants, mutual respect, mutual perception, understanding and development through a “action shared with others” in addressing the educational and cognitive problems.

An important condition of psychological readiness to restructuring their own educational and professional activity is reflection as the orientation of consciousness on analysis of methods of self-guided work, identifying and overcoming barriers to self-development. Tasks on reflexive analysis of performed activity should be an integral part of any training session. Setting the position of reflection is necessary for a student’s vision of ways of their own activity, finding new ways, eliminating inefficient working methods.

An opportunity to provide differentiated assistance to students in organizing self-guided work is an essential condition for the effectiveness of training. It can be carried out at the appropriate organization of the process of interaction. But the reality today is that at one course there are students with various developmental problems. To give them the necessary assistance in training is possible if only differentiate the students according to the nature of those problems. Herewith, the basis for this differentiation may vary depending on the purpose of developing actions. There are four main groups of students according to the types of professional educatedness (V. Liaudis).

The first groups are those that self-develop: students with a high level of professional educatedness. They are active, initiative, sociable, highly motivated to learn, have formed qualities of intelligence, skills of self-organization, creative aptitudes. To organize the self-guided work of these students it is necessary to work out the tasks of high complexity.

The second group – are those stimulated: students with the level of professional educatedness above average. These students need stimulation, it is effective for them to develop creative tasks that increase learning motivation.

The third group are adaptive and reproductive: students with intermediate level of educatedness. Learning difficulties of these students are determined by various factors, including the problems of communicative activity, self-organization and development of intellectual properties.

The fourth group – passive: students with low level of professional educatedness, avoiding intellectual tension. They are characterized by

inclination to the usual forms of activity, inactivity, lack of initiative. These students need individual selection of tasks aimed at developing communicative activity and cognitive motivation.

Conditional differentiation of students by the type of professional educatedness is necessary to provide them with the necessary assistance and to choose optimal forms and methods of interaction in the learning activities.

The success of supervising is determined by the teacher's willingness to construct open for creativity intellectual and communicative activity with students in a particular educational situation, which is being dynamically reconstructed. In this type of interaction a way out to a special professional interpersonal space – “existential equality” of the teacher and his students is carried out, and only in this equality professional development can be conducted.

Pedagogical supervision of students' self-guided work largely depends on the experience of the teacher, his passions, his a priori estimation of the importance of each section under study and the intended level of mastering the sections by the learners. Accordingly, the efficiency of the organizing the process of self-learning depends on it.

With the rapid development of new information technologies for better quality organization of students' self-guided work it is appropriate to widely use telecommunication technologies and the Internet. This is due to the fact that recently in the Internet there have appeared at high speed large information bases on various subjects of study, module-rating systems of knowledge evaluation are created, which allow students to fully reveal the capacity for independent thinking, for independent creative work on different tasks, the best way to master the chosen profession, to become highly qualified specialists.

The main objective of the organization of interactive self-guided work is to establish a specialized learning environment that includes a distributed system of information resources for educational purposes available when using computer technologies. Herewith, information environment must provide solutions to the following tasks:

- providing self-guided work with necessary teaching materials and software;
- organization of two-way student-teacher communication in different interactive modes;
- quality control of self-teaching (self-testing, control testing, reporting on progress, and so on).

In developing information environment, great attention should be paid to the correspondence of information programs and services with the main characteristics of interactive self-guided work such as: flexibility – students can work as much as he needs to acquire the chosen discipline and at the right time for him; modularity – each course of self-education shows a separate subject or

object that in the future will enable to organize from a set of independent learning courses a training program that meets the needs of individual or group; specialized quality control of self-education – as a form of control various tests, exercises, interviews etc. are used.

Pedagogical supervision of students' self-guided work in the information environment must meet several requirements:

- to give the student an opportunity to self-study sections and themes in any order;
- to be able of taking credits on individual chapters at any stage of training in any order;
- to calculate the average score for the chapters and topics of the course of study for each student;
- when working in the mode of control to form a list of questions that receive the lowest grades and offer them to repeat in order to assess the real complexity;
- the student himself must determine what score he needs and more be able to be examined on any section and at any time within the semester;
- on finishing the course the teacher should put down the results for gathering statistics data.

In light of current requirements teacher should not only have knowledge in their subject area, but also learn information and educational topics, actively involve students to the information environment, to obtain knowledge. As it is well-known, not every student knows what open education, virtual educational media are and how with the help of computer one can obtain the knowledge of a subject. Therefore, there is the task of the teacher to not only provide students with educational material, but also to show additional opportunities, thereby stimulating the variety of students' self-guided work, increasing their information culture.

Formation of students' information culture largely depends on teachers, their ability to combine teaching methods with modern information technology. As experience shows, classes for the acquisition of the basics of all students are insufficient for all the students since the teacher that follows the syllabus, does not always pays enough attention to all students. Exactly at this point the necessity to use modern information technology emerges. Whether it is a training program or any Internet site used in rehearsal mode or in general educational – all this only increases the quality of education and students' information culture.

Conclusions. Thus, access to a new quality of students training at higher educational institution, the organization of their self-guided work, is seen in the reorientation of curricula for the wide introduction of self-guided work and providing information environment to improve the quality of self-guided work

that will lead to the development of students' creative activity and cognitive activity.

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**SOME WAYS OF FORMING POLY CULTURAL PICTURE OF THE
WORLD OF STUDENTS MAJORING IN LINGUISTICS**

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Abstract. *Modern educational trends necessitate formation of a polycultural picture of the world as an integral part of the professional model of specialist's personality. An effective way to solve this problem is organization of individual reading which extends students' idea of the culture of the target language speakers, educates interest and a positive attitude towards differences in cultures. The article presents some levels of analysis of literary texts assigned for individual reading: poetic, neutral and aesthetic.*

Keywords: *multicultural view of the world, individual reading, poetic, neutral and aesthetic levels of analysis of a literary texts.*

The problem of rapprochement of nations, geographical, religious and mental expansion of migration leads to formation, especially in Europe, of a polycultural environment as a specific reality characterized by a tolerant attitude towards other cultures and the desire for its understanding and studying, while maintaining their cultural identity. This idea of the current processes is at the heart of one of the main principles stated by the Committee of ministers of the Council of Europe in a common European framework of references for language learning, teaching an assessment, namely: " a rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected