

UDC: 37.041:37.091.212

DOI: <https://doi.org/10.24195/2414-4665-2017-6-17>**Iryna Hrytsenko,***PhD (Candidate of Pedagogical Sciences), senior lecturer,
Department of Romance and Germanic Languages and Translation,
National University of Life and Environmental Sciences of Ukraine,
15, Heroiv Oborony Str., Kyiv, Ukraine*

UNIVERSITY STUDENTS' SELF-STUDY STRUCTURE

The article highlights the components of individual work of students studying at higher educational institutions. The structure of individual work should be considered as a composition of special learning forms and should not be identified with the structure of teaching that can often be observed in didactics. Moreover, students' self-study organization is much wider, as it includes along with classwork also a combination of homework, out-of-class-work and general work on different directions of future professionals' training. Due to these factors students' individual work in terms of studying at a higher educational institution is considered to be that the least studied but at the same time the most interesting from the prospective of the psychological analysis of educational activities.

Keywords: *self-educational activity, components of self-educational activity, individual work, structure of independent work, higher educational institution.*

Introduction

In the 20th century, the issue of individualism in education as well as in the students' self-study organization and performance received academic vision and, accordingly, became widely studied. The preparation of younger generation for self-study and the necessity to develop skills and abilities of individual knowledge mastery comes to the foreground. One of the prioritized ways of solving this task was the development of strategies for preparing children for self-study within the school period. But this pedagogical direction was quite limited by the development of issues regarding schoolchildren's self-study at school and home (works of B. Esipov, E. Golant, N. Borozdinov, etc.) since the phenomenon of self-study was not studied profoundly enough at that time.

Starting with the latter half of the 20th century leading educationalists started defining the unpreparedness of school leavers for individual knowledge mastery as one of key problems of regular schools. Some scientists (N. Diary, V. Kraevskiy, I. Lerner, M. Skatkin, V. Slaktionin, et al.) investigated the organizational aspect of schoolchildren's individual work at regular schools.

Some research studies have confirmed that frequent and proper implementation of individual work develops children's voluntary attention, ability to contemplate, prevents formal attitude towards knowledge mastery and fosters the general formation of individualism as a character trait (O. Savchenko [12, p. 222]). This determines the introduction of compulsory and different kinds of individual work into school practice.

Moreover, students' self-study organization is much broader, along with classwork it involves a combination of homework, out-of-class-work and general work on different directions. Due to these factors students' individual work in terms of higher educational institutions is considered to be that the least studied but at the same time the most interesting from the prospective of the psycho-

logical analysis of educational activities.

In this regard *students' individual work* becomes of even greater importance. We believe it is one of the major organizational forms of philology students' educational activities. For rather considerable period of time this issue has been the subject of research in education and psychology, methods of teaching disciplines. There students' time budget, ways of efficient organization and intellectual work culture within the context of different scope of disciplines at higher educational institutions are studied. The organization of in-class and out-of-class individual work within the process of studying at a higher educational institution, the formation of educational work skills are the basis for post-graduate education and further professional training. Therefore, university students have to get prepared for future self-education, and individual work is a tool which would help to achieve this goal.

Thus, individual work is one of the most important and widely discussed issues in the field of education at secondary schools and higher educational institutions from the prospective of modern pedagogical science and social requirements.

The aim of the article is to highlight the components of university students' self-study structure.

Research methods

The following methods were used in the study: historical and pedagogical, retrospective, comparative, system analysis; classification and generalization; pedagogical observation (in the course of training sessions, consultations, methodological workshops of departments), studying documentation.

Discussion

Speaking of *individual work*, most scientists consider it as the variety of kinds of activities (individual and composite) of students at class or out-of-class studies or at home in accordance with certain tasks and under conditions of teachers'/lecturers' "non-interference".

The notion of “individual work” is versatile and that is why it is quite natural that it has not received a single rendering in pedagogical literature. In different works dedicated to students’ individual work at secondary schools (Y. Babanski, V. Buriak, L. Viatkin, V. Diary, B. Esipov, L. Zharova, P. Pidkasystyi, O. Savchenko, T. Shamova, etc.) this notion is regarded as follows:

- as a form of organization;
- as a method;
- as a training medium;
- as a kind of educational activities.

The definition offered by L. Viatkin seems to be the most accurate, the one which covers all aspects of individual work: “a kind of student’s activities, where educational tasks are fulfilled under condition of systematic decrease of a teacher’s direct assistance, fostering conscious and consistent knowledge mastery, skills and capacities of cognitive individualism formation as a trait of a student’s personality” [3, p. 29].

A profound analysis of scientific approaches dedicated to the issue of individual work training at secondary educational institutions makes it possible to designate the following *provisions* which are directly related to this pedagogical phenomenon and remain meaningful for higher educational institutions as well:

- most researchers define individual work as a variety of cognitive activities performed by students at class and at home; it is carried out in accordance with teachers’ tasks but without their direct participation;
- individual work fosters the formation of such important personal qualities as individualism, cognitive activeness, creative attitude to work, etc.;
- individual work presupposes the presence of conscious aim of each task, which means that in order to fulfill an individual task a student rely upon his/her own knowledge, relevant abilities, experience in studying a certain discipline and his/her abilities to use different training tools;
- individual work requires students to have certain *general training skills* which support its efficient organization: ability to plan this kind of work, set the system of tasks clearly and define the major ones, choose the ways of the quickest and most economic ways of tasks fulfillment, perform intelligent operative control of tasks fulfillment, make corrections of individual work, analyze general work results, compare these results to what has been defined in the beginning, determine the reasons of deviations and sketch the ways of their overcoming in future work [1, p. 26].

The researchers studying this issue in the context of higher educational institutions (S. Arhangelski, V. Buriak, M. Garunov, E. Golant, B. Ioganzen, S. Zinoviev, O. Molibog, R. Nizamov, M. Nikandrov, P. Pidkasystyi, etc.) also consider the phenomenon of individual work from different points of view. Thus, the term is defined as follows:

- as individual search of necessary information, knowledge mastering, using this knowledge for resolving

educational, scientific and professional tasks (S. Arkhanheksyi) [2]);

- as activity which consists of multiple elements: creative perception and realization of educational material during a lecture, preparation for classes, exams, credits, writing theses, etc. (O. Molibog [9]);
- as different kinds of students’ individual and team cognitive activities in class or out of class without any direct management, but under the supervision of a lecturer (R. Nizamov [10]);
- as a system of measures aimed at the development of activeness and individualism as personal features, at gaining skills and abilities of efficient receiving useful information (B. Ioganzen [8]);
- as a system of pedagogical conditions organization which provide the educational activities management, which is performed without a lecturer [5];
- as self-study (S. Zinoviev [7]).

As it is clearly seen from the abovementioned definitions and interpretations, individual work is on the one hand regarded as a type of activities which stimulates activeness, individualism, cognitive interest and as a self-study basis, an impulse for further professional development, and on the other hand – as a system of measures or pedagogical conditions which provide the management of students’ self-study.

Individual work performs cognitive, educational and instructional *functions*, and as a training method – the assessment function, thus making the previously mastered knowledge more profound, contributes to the formation of skills and abilities for literature studying, cultivates individualism, creativity, confidence.

It seems important to concentrate upon the definitions of the “individual work” notion, offered by P. Pidkasystyi and M. Harunov, since their rendering of this concept almost corresponds with our understanding of students’ individual work and self-study organization.

P. Pidkasystyi believes that “individual work at higher educational institutions is a specific pedagogical tool for self-study organization and management of” [11]. On the one hand, according to P. Pidkasystyi, individual work is an educational task or an object of student’s activity, offered by a lecturer or envisaged by a textbook, and on the other hand, it is a form of a certain kind of activities, aimed at fulfillment of an educational task, namely a way of human activity either for gaining something completely new, previously undiscovered knowledge, or for systematization and extension of the existing one.

M. Harunov interprets the phenomenon of individual work as “fulfillment of different tasks of educational, productive, research and self-educational nature which serve as a tool for professional knowledge acquisition, means of cognitive and professional activities, formation of abilities and skills of creative activity and professional excellence” [4].

M. Harunov together with P. Pidkasystyi distinguish the following *characteristics of students’ individual work*:

- throughout the entire way from ignorance to

knowledge it forms students' necessary scope and level of knowledge, skills and abilities for resolving cognitive tasks;

- it develops students' psychological attitude for systematic increase of knowledge and development of skills for proper orientation in the flow of scientific information;

- it is the most important condition for students' self-organization in mastering the methods of professional activities, cognition and behavior;

- it is a tool of pedagogical guiding and management of individual cognitive and scientific activities of students in the process of studying and professional self-identification [4].

Therefore, the researchers dealing with the issue of students' individual work regard it in different ways.

Thus, individual work can be considered as a kind of cognitive activities aimed at general and special training of students and managed by a lecturer. This aspect of studying individual work at a higher educational institution is caused by large amounts of scientific information which has lately considerably increased and tends to further increasing for the professional development of a future expert in a certain area under the modern competitive conditions.

As considered by O. Milobog, pedagogically balanced organization and management of students' individual work is the basis of scientific work organization, harmonization of forms and methods of educational work with the requirements of a higher educational institution [9].

The organization of individual work as a component of scientific work organization at a higher educational institution is regulated by concrete principles and its success relies upon certain factors influencing the educational process. O. Milobog defines the following *organizational principles*:

- regulation of all individual tasks by volume and time;
- creating conditions for students' individual work;
- management of this work.

It is necessary to consider the efficiency factors of individual work organization. A factor is the reason, driving force of any process or phenomenon which determines its character or certain features. There are *two groups of factors* responsible for the efficiency of students' individual work: organizational and methodical. The factors distinguished by O. Milobog are united into larger versatile groups that cover different aspects of students' individual work organization [9]:

- a group of *organizational factors*, which includes the time budget, educational literature, academic and laboratory facilities;

- *methodical factors*: planning, teaching methods and management of students' individual work;

- *psycho-pedagogical factor* implies accounting for psychological qualities which are necessary for the efficient fulfillment of individual work with professional literature and cultivation of social qualities of a personali-

ty which are necessary for this kind of work. The latter includes the acquired ability for self-improvement by means of the clearly determined selection, proceeding and mastering of information. This type of subjects' activities requires some respective qualities. The most important one is cognitive individualism, i.e. wish and capacity to master new knowledge and abilities and apply it in practice along with intellectual work, which is the need to know as much as possible about one's future profession. Positively motivated and organized individual work fosters the cultivation of person's volitional qualities, develops cogitation, memory, attention, skills, etc.

The listed groups of factors simultaneously and integrally influence the organization of individual work in particular and self-study in general, and thus have to be taken into account in the process of university students' self-study organization.

Individual work has to be fulfilled by students as cognitive activities, contributing to the formation of such personal qualities as individualism, activeness, as well as creative attitude towards perceived information.

The major component of the educational process at a higher educational institution is students' active, purposeful and individual cognitive activities, i.e. independent mastering of each discipline: notions, theoretical provisions, methods of typical tasks resolution, methods of estimation of authenticity and accuracy of decisions made, as well as mastering of the technique of this knowledge application. At the same time, students' educational activities cannot be efficient if they are not properly ensured, managed and controlled by a lecturer. Therefore, *the educational process at a higher educational institution* can be regarded as multi-aspect and interdependent activities of students and lecturers aiming at:

- selection, systematization and presentation of educational information by a lecturer;
- perception, realization, procession and mastering of this information by students;
- lecturers' organization of students' efficient self-study focused on educational information mastering and application [1].

Therefore, we distinguish the following five *methodological provisions* serving as the basis of the management system of students' cognitive activities:

1. Knowledge as information, work methods and evaluation criteria is not transmitted from a lecturer to a student in its final form but is perceived by every student as a result of active, staged work focused on achieving one or several determined aims.

2. Activity (including the cognitive one) is always purposeful and in order to provide its efficiency a person should have prognostic ideas about its results.

3. The quality of the acquired knowledge and the efficiency of skills formation determine the teaching methods and the complex of educational and methodical resources – systems of textbooks, methodical recommendations on every topic accounting for the curriculum and the number of hours necessary to cover the whole course

and every topic.

4. The educational process is composed as a system of interaction between a lecturer and a student and also includes the following aspects:

- lecturer's self-management when he/she understands his/her didactic system (i.e. the system of material presentation, ways and methods of motivation, planning, organization and assessment of students' achievements);
- operational management of students' educational activities on the basis of the didactic system developed by the lecturer;
- students' self-management and self-control system in the process of their educational activities.

5. Individual work is a way of students' cognitive activities organization. Individual active and goal-oriented mastering of educational material organized by a lecturer is the key form of students' cognitive activities and the lecturer's work has to be focused on it.

Individual work as a didactic form of education is a system of pedagogical conditions organization that provide students' educational activities management, conducted without lecturers' direct participation and assistance. In the process of individual work, lecturer's support is provided indirectly, by means of organizing the educational process in terms of self-study. This is the didactic essence of individual work and its difference from any form of in-class work which presupposes lecturer's direct participation and assistance.

Therefore, the structure of individual work has to be considered as the structure of a special educational form and not to be homologated with the structure of teaching which can be often observed in didactics.

Individual work is a special system of educational conditions organized by lecturers and therefore is an aspect of their work. And at this point we must emphasize the nonidentity of the notions "individual work" and "self-study". We shall stress that individual work is just a component of self-study, its major form.

Individual work is a subsystem of the educational system in which through certain means and under specific circumstances it is possible to resolve tasks similarly to the entire system of cognitive activities or in the subsystem of non-individual work. Due to this the structure of individual work in its general form can be considered as identical to the structure of any pedagogical system. This means that the *structure of individual work* includes goals, content and process of education (perception of material, processing material, assessment of academic achievements).

Let us consider the specifics of the listed components of individual work subsystem and some principles of its organization.

Objectives development. Out of the totality of educational aims in the form of actions which have to be mastered within the educational course we can distinguish those which have to be mastered individually if the correlation between individual and non-individual work is performed properly.

Another principle sets the correlation between individual and in-class work when the latter includes all actions which are supposed to be mastered, but the individual work includes such tasks as processing actions after their basic procedures have already been learned during classes. In this case the educational objectives of individual work correspond to the educational objectives of the whole course.

In the same way one can deal with the issue of the *content of education*, necessary for reaching the respective objectives of individual work.

Apart from distinguishing actions which have to be mastered in the process of individual work it may be also necessary to set the level of knowledge which has to be achieved.

From the point of didactic objectives, we can distinguish the following four *types of students' individual work* [1]:

- The first type involves the formation of students' abilities to define what they should achieve on the basis of a provided algorithm of actions set in the conditions of a task. In this case students' cognitive activities lie in differentiation of objects of a certain sphere of knowledge in repeated perception of information about them or actions related to them. Here different kinds of home tasks are most often used as a type of individual work: work with a textbook, synopsis of a lecture, etc. A common feature is that all the data contained in a task as well as the ways of its fulfillment have to be presented explicitly.

- The second type is aimed at the formation of knowledge-copies and the knowledge necessary to resolve typical tasks. In this case students' cognitive activities lie in reproduction and partial change of structure and contents of previously perceived information. This type of individual work includes certain stages of laboratory work and practical studies, typical course projects and specially prepared home tasks in accordance with an explanatory note of algorithm type. A specific feature of this kind of students' individual work is that the task has to contain the idea, the method of resolving or the idea and a way which may be applied under these conditions.

- The third type involves the formation of knowledge which will serve the basis for resolving non-typical tasks. Here students' cognitive activities lie in accumulating and demonstrating new types of activities on the basis of previously acquired and formalized experience of actions according to the already known algorithm by transmitting knowledge, abilities and skills. This kind of tasks presupposes search, formation and implementation of a resolution idea. Individual work of this type has to set requirements concerning the analysis of unknown situations and generating new information. It includes course and graduation (qualification) papers, simulation (practical) games, etc.

- The fourth type creates preconditions for creative work. When fulfilling these tasks, students' cognitive activities involve profound exposure into the essence of the object studied, setting new connections and relations

which are necessary to identify previously unknown principles, ideas, generating new information at a higher cognition level. This kind of students' individual work is realized by means of fulfilling scientific research work, course and graduation (qualification) papers, research work at different students' study groups and communities, as well as involves students' participation in the development of scientific and research topics of university's academic departments, etc. [1].

The creation of an efficient system of students' individual work at a higher educational institution requires observance of certain *conditions*, the key ones of them are as follows:

- integrity of objectives of all kinds of academic work;
- organizational, methodical, logistical support of students' individual work;
- pedagogical and practical orientation of students' individual work, realistic character of tasks;
- variability and creative nature of tasks for individual performance accounting for students' individual peculiarities;
- students' individual work management with staged assessment of results, attracting students to the management process.

When choosing teaching forms and methods, types of students' individual work it is necessary to consider the specifics of education. It lies in the integrative character of training and first of all in the combination and mutual enrichment of special (topical) and psycho-pedagogical knowledge. Due to this the organization of in-class and individual work for all disciplines has to be organized in such a way so that they together with the formation of vocational knowledge could serve as an example of modern teaching methods and would be a kind of school of pedagogical mastery for students. As it has already been emphasized, to teach how to learn is one of the major tasks of lecturers dealing with junior university students. To teach how to learn means to teach every student the methods of perception and processing information, reading techniques, records maintenance at lectures, self-organization principles, applying knowledge for analyzing new information, self-control and self-assessment of the knowledge mastered, etc.; to create the proper psychological mood, aimed at learning, willing for constant increase and enhancement of knowledge in the process of individual work. That is why lecturers' participation in students' academic work at the initial stage of their individual work organization as the major form of their self-study is of

vital importance, as it contributes to conscious formation of individual work skills.

The abovementioned determines priorities in the organization of junior students' self-study system. The first two types of students' individual work are preferable since their key aim is to solidify theoretical knowledge and its practical application for typical tasks resolution.

The specifics of senior students' self-study is wide range of types of individual work with third and fourth types prevailing, since they aim to form knowledge and skills necessary to resolve typical tasks as well as the potential for creative work. Therefore, the educational process should include such kinds of academic work as discussions, topical conferences on educational problems, training and pedagogical simulation games, etc. [6].

The efficiency of organization of students' individual work and therefore their academic work in general is largely determined by *methodical support*, which can be divided into the following four groups:

1. *Organizational methodical recommendations* provide the structure and content of the mastered course, curriculum, and recommendations on students' individual work organization, determine the terms of individual tasks performance and forms of knowledge assessment.

2. *Methodical recommendations* for students' individual work on certain parts of mastered courses where the practical application of theoretical material is considered by means of resolving tasks, conducting calculations or performing exercises. Apart from typical tasks there are also searching tasks and tasks for knowledge self-assessment.

3. *Methodical guidelines* for laboratory work and case studies, practical tasks, course and qualification papers writing, etc.

4. *Pedagogical techniques* of teaching and assessing nature.

Conclusions

The elaboration of university students' self-study components has revealed the necessity to concretize the major organizational form of its performance – individual work. Herewith the individual work itself can be considered as a form of students' cognitive activity aimed at their comprehensive and special training, managed by a lecturer. Due to this the general structure of individual work can be presented as identical to the structure of any pedagogical system which includes educational objectives, content of education and the process of educational activities at a higher educational institution.

REFERENCES

1. Antropov, V. A. (2000). *Organizatsiya samostoyatelnoy roboty studentov [Organisation of students' individual work]*. Yekaterinburg: Izd-vo Ural. gos. un-t putey soobshcheniya [in Russian].

2. Arkhangelskiy, S. I. (1980). *Uchebnyy protsess v vysshey shkole, ego zakonomernyye osnovy i metody: ucheb.-metod. posobie [Educational process in higher*

education institutions, its typical fundamentals and methods: study guide]. Moscow: Vysshaya shkola [in Russian].

3. Vyatkin, L. G. (1993). *Samostoyatelnost uchashchikhsya na urokakh russkogo yazyka: posobie k spetskursu [Students' individualism at the Russian language classes: guidelines for the special course]*.

Saratov: Izd-vo Sarat. gos. un-t [in Russian].

4. Garunov, M. G. (1978). *Samostoyatel'naya rabota studentov [Students' individual work]*. (M. G. Garunov, P. I. Pidkasisty Eds.). Moscow: Znanie [in Russian].

5. Graf, V. (1981). *Osnovy organizatsii uchebnoy deyatel'nosti i samostoyatel'noy raboty studentov: uchebno-metod. posobie [Bases of students' educational activities and individual work]*. (V. Graf, I. I. Pyasov, V. Ya. Lyaudis Eds.). Moscow: Izd-vo Mosk. un-ta [in Russian].

6. Yesipov, B. P. (1961). *Samostoyatel'naya rabota uchashchikhsya na urokakh [Students' individual work at classes]*. Moscow: Pedagogika [in Russian].

7. Zinovev, S. I. (1975). *Uchebnyy protsess v sovetskoy vysshey shkole [Educational process in Soviet higher education institutions]*. Moscow: Vysshaya shkola [in Russian].

8. Ioganzen, B. G. (1973). *Pedagogicheskaya deyatel'nost i nauchnaya organizatsiya truda [Teaching activities and scientific organization of labour]*. Tomsk: Tomsk. un-t [in Russian].

9. Molibog, A. G. (1975). *Voprosy nauchnoy*

organizatsii pedagogicheskogo truda v vysshey shkole [Questions of the scientific organization of teaching activities in higher education institutions]. 2nd ed. rev. Minsk: Vysheysh. shkola [in Russian].

10. Nizamov, R. A. (1975). *Didakticheskie osnovy aktivizatsii uchebnoy deyatel'nosti studentov [Didactic basics of the students' educational activities activation]*. Kazan: KGU [in Russian].

11. Pidkasisty, P. I. (1980). *Samostoyatel'naya poznavatel'naya deyatel'nost shkolnikov v obuchenii: teoretiko-eksperymental'noe issledovanie [Schoolchildren's individual cognitive activities in education: semitheoretical research]*. Moscow: Pedagogika [in Russian].

12. Savchenko, O. Ya. (1997). *Dydaktyka pochatkovoї shkoly: pidruchnyk (dlya stud. ped. fak-tov) [Primary school didactics: textbook (for pedagogical faculty students)]*. Kyiv: Abris [in Ukrainian].

13. Savchenko, O. Ya. (2007). *Teoretychni pidkhody do vyznachennia yakosti shkilnoi osvity [Theoretical approaches to evaluation of the quality of school education]. Pedagogika i psykholohiia – Pedagogy and psychology, 2, 26-33 [in Ukrainian]*.

ЛІТЕРАТУРА

1. Антропов В. А. Организация самостоятельной работы студентов / В. А. Антропов, Н. И. Шаталова. – Екатеринбург: Изд-во Урал. гос. ун-т путей сообщения, 2000. – 76 с.

2. Архангельский С. И. Учебный процесс в высшей школе, его закономерные основы и методы: учеб.-метод. пособие / Сергей Иванович Архангельский. – М.: Высш. школа, 1980. – 368 с.

3. Вяткин Л. Г. Самостоятельность учащихся на уроках русского языка: пособие к спецкурсу / Леонид Григорьевич Вяткин. – Саратов: Изд-во Саратов. гос. ун-т, 1993. – 130 с.

4. Гарунов М. Г. Самостоятельная работа студентов / М. Г. Гарунов, П. И. Пидкасистый. – М.: Знание, 1978. – 325 с.

5. Граф В. Основы организации учебной деятельности и самостоятельной работы студентов: Учебн.-метод. пособие / В. Граф, И. И. Ильясов, В. Я. Ляудис. – М.: Изд-во Моск. ун-та, 1981. – 79 с.

6. Есипов Б. П. Самостоятельная работа учащихся на уроках / Борис Петрович Есипов. – М.: Педагогика, 1961. – 178 с.

7. Зиновьев С. И. Учебный процесс в советс-

кой высшей школе / Сергей Иванович Зиновьев. – М.: Высшая школа, 1975. – 316 с.

8. Иоганзен Б. Г. Педагогическая деятельность и научная организация труда / Бода Германович Иоганзен. – Томск: Томск. ун-т, 1973. – 61 с.

9. Молибог А. Г. Вопросы научной организации педагогического труда в высшей школе / Александр Григорьевич Молибог. – [2-е изд., доп.]. – Минск: Вышэйш. школа, 1975. – 288 с.

10. Низамов Р. А. Дидактические основы активизации учебной деятельности студентов / Равиль Авзалович Низамов. – Казань: КГУ, 1975. – 130 с.

11. Пидкасистый П. И. Самостоятельная познавательная деятельность школьников в обучении: Теоретико-экспериментальное исследование / Павел Иванович Пидкасистый. – М.: Педагогика, 1980. – 240 с.

12. Савченко О. Я. Дидактика початкової школи: підручник [для студ. пед. фак-тов] / Олександра Яківна Савченко. – К.: Абрис, 1997. – 416 с.

13. Савченко О. Я. Теоретичні підходи до визначення якості шкільної освіти / О. Я. Савченко // Педагогіка і психологія. – 2007. – № 2. – С. 26-33.

*Ірина Сергіївна Гриценко,
кандидат педагогічних наук,
старший викладач кафедри романо-германських мов і перекладу,
Національний університет біоресурсів і природокористування України,
вул. Героїв оборони, 15, м. Київ, Україна*

СТРУКТУРНО-ФУНКЦІОНАЛЬНІ СКЛАДОВІ ПРОЦЕСУ САМОСТІЙНОЇ ОСВІТНЬОЇ ДІЯЛЬНОСТІ СТУДЕНТІВ

У статті висвітлено складові самостійної освітньої діяльності студентів вищих навчальних закладів. Струк-

тура самостійної роботи повинна бути розглянута як склад особливої форми навчання й не ототожнюватися з організацією діяльності учіння, що часто можна спостерігати в дидактиці. Усе більшого значення набуває самостійна робота студентів, яку визначаємо як основну організаційну форму здійснення самостійної освітньої діяльності студентів філологічних спеціальностей. Цій проблемі протягом досить тривалого періоду часу приділяється увага в літературі з педагогіки, психології й методики викладання окремих дисциплін, вивчається бюджет часу студентів, способи раціональної організації й культури розумової праці в застосуванні до дисциплін вищих навчальних закладів різного профілю. Організація аудиторної й позааудиторної самостійної роботи в процесі навчання у вищій школі, формування вмінь навчальної праці є основою для післядипломної освіти й подальшого підвищення кваліфікації фахівців. Таким чином, у вищій школі студенти повинні отримати підготовку до подальшої самоосвіти, а засобом досягнення перерахованих цілей і виступає самостійна робота. Отже, самостійна робота представляє собою одну з найважливіших і широко обговорюваних проблем навчання в середній школі й у вищих закладах освіти з позицій вимог сучасної педагогічної науки й суспільства в цілому. Вона повинна здійснюватись студентами як пізнавальна діяльність, перетворитись на засіб формування таких особистісних якостей як самостійність, активність, творче ставлення до інформації, яка сприймається. Головним компонентом навчального процесу у вищому навчальному закладі є активна цілеспрямована самостійна пізнавальна діяльність студента, тобто самостійне вивчення змісту кожної окремої дисципліни: понять, теоретичних положень, методів розв'язання типових задач, методів оцінювання достовірності й точності рішень, а також оволодіння технікою застосування таких знань. Самостійна робота як дидактична форма навчання є системою організації педагогічних умов, що забезпечують управління навчальною діяльністю тих, хто навчається, відбувається за відсутності викладача й без його безпосередньої участі й допомоги. Під час виконання самостійної роботи підтримка викладача реалізується опосередковано через організацію системи навчання в умовах самопідготовки. У цьому полягає дидактична сутність самостійної роботи й її відмінність від форм аудиторної роботи, яка передбачає безпосередню участь і допомогу з боку викладача.

Ключові слова: самостійна освітня діяльність, складові самостійної освітньої діяльності, самостійна робота, структура самостійної роботи, вищий навчальний заклад.

Submitted on June, 1, 2017

Reviewed by Doctor of Pedagogy, prof. O. Malykhin