

SELF-STUDYING AS THE FUNDAMENTALS OF LEARNING EDUCATION ACTIVITIES OF MODERN STUDENTS

Introduction. In conditions of modern globalization and integration the world has been changing very quickly. Due to this the demands for modern education services have been changing too. In modern pandemic conditions – covid19 – greatly changed the educational conditions at Higher Schools. They suggested the following forms of modern education: distance learning, self-studying and self-education throughout the world. The reality states, the self-studying of the students of different preparation directions is the least researched but, at the same time, the most interesting problem in psychological, pedagogical and methodical plans.

The previous experience in self-studying research insists on determination of the goal of the students' self-studying as obtaining the competences in reading, audition, speaking and writing; obtaining the lexical, grammar and phonetic competences and also complex self-studying in learning of foreign languages and cultures.

Despite the existing science-methodical researches the problem of students' self-studying throughout the world has been staying in constant development and needs new decisions.

The purpose of our paper we see in grounding the problem of self-studying of modern students of different specialties and in determination its modern stage.

The main materials and the last problem researches. The self-studying was researched by I. A. Rapoport and G. A. Turiy 1979, Ju. I. Passov 1982, I. A. Zimnya 1989, N. F. Koryakovtseva 2002, A. V. Konusheva 2005, L. Dickenson 1987, H. Holec 1981, D. Allwright 1990, D. Little 1996, E. Esch 1996, Z. Rao 2006, L. Murphy 2008, R. Oxford 2008.

In our research we used the critical analysis of Ukrainian and foreign psychological, pedagogical, linguistic and methodical literature on the problem; educational documents, educational programs, methods of system-structural analysis and synthesis. Due to them the theoretical approaches for determination and grounding of self-studying were made.

The aims of Bologna process (2005) (in particular, the credit-modular system of education), the General European Recommendations for language education (2003) are suggested on students' obtaining the higher level of foreign languages competence formation. These documents on Higher Education, the modern government standards state that the higher institutions graduates desire for constant self-development and self-education. It is possible due to self-studying activities. The General European Recommendations (2003) and Ukrainian government standards have the main educational goal: the formation of the personal harmony development of modern students, their abilities to be realized in modern society and become the professionals.

The goals of self-studying of the technical students bear the general character and are certain for foreign languages gaining levels B1, B2 and C1 [2].

We also researched the Program of the English-language for professional speaking, which is devoted for Higher Educational Institutions to implement the professional preparation of the students of different specialties.

The active fulfillments of procedure knowledge (to study how to learn) are determined as the fundamentals of effective self-studying of foreign languages during all the life after finishing school. Thus, gaining the procedure knowledge is the main goal in the frame of new education approach. The Program of the English-language for professional speaking stimulates the students' self-studying and their awareness of the new styles of presentation ideas etc. In such a way, the Program helps to develop linguistic, semantic and foreign cultural competences of students, their abilities for foreign languages self education [1, p. 5].

Nowadays the Ukrainian students have no skills for their educational organization without accurate survey on the tutors' side. Therefore the tasks for self-studying must be special adapted for implementing them into independent regime. The materials for self-studying must enclose the accurate formulated tasks and the samples of their fulfillment; be accessible for students behind class work; be accessible for different information resources (printed, audio, video, computer program, Internet) to support the individual styles of education; provide the certain criteria for assessment.

In addition, the helpful complexes such as Ellis and Sinclair, 1993; Cottrell 1999 may be used to compensate the lack of skills in self-studying of the students. The tasks for self-studying can have the different character: they can be individual and group projects. The results can be presented in different forms: tests, journal of read materials, writing reports, oral presentations etc.

To enclose our students for reflex and self-assessment we must give them the opportunities for their responsibility. The tutors can make their own complexes of resource materials. The main resources can be consisted of authentic materials on students' professional specialty.

The lack of authentic materials one can compensate by the ways of integration of the three strategies:

- using adaptation and setting the materials from existing textbooks;

- adaptation the accessed authentic materials (audio, video from TV, mass information, Internet);

- creating new education materials according to the students' needs.

From above-mentioned data, we make the recommendation: one can use the existing materials and adapt them to the needs of students. These special materials can be consisted of oriented professional materials (business letter, English speaking, academic letter). These give the opportunity to implement interactive learning with the help of linguistic skills. They must be the different types of language activities. All the materials have to be oriented on the students, give to them the opportunities for self-education, develop not only

linguistic but also professional skills (for example, the skills for presentation making) [1, p. 23].

Didactic structure of self-studying includes: motivation (actualizing of motives , emotions of the students; giving the personal significance to the students' activities), problem setting (formulation of the problem, drawing up the activities program, methods changing, choosing the forms and means of solving the problem), self-assessment (aware determination of personal aim, position, significant learning tasks; choosing new methods, means of education and rejection from old methods and means of education); self-realization (solving the problems and analysis of obtained results); demonstration (presentation of the self-studying results); reflection (analysis, assessment and inserting the corrections into the personal activity); assessment of obtained activities program, working methods, ways, means of education) etc.

The new conditions of studying in higher educational institutions, which are connected with the world pandemic – covid 19 – mean the gaps in learning, preparation of the material and the technical resources of studying.

This is the value orientation for the tutor, for the students and for the rulers of higher institutions.

The determination of such gaps in learning, preparation creates the ground for forcing the responsibility of the tutors, the students and for gaining the desired results.

Thus, all studying materials, technical resources for self-studying must be interesting, modern, motivate modern students for education.

Conclusion. From above-mentioned information we make the proved statement that self-studying is the main fundamentals of the students' educational activities. The new educational conditions, connected with the world pandemic – covid 19 – mean the gaps in learning, preparation of the material and technical resources of studying. These create the ground for forcing the responsibilities the tutors, the students and the rulers of higher institutions.

Due to the raising of interest of the world scientific societies to the problem of self-studying of modern students, we see the actuality of the following research in the development of self-studying organization process.

The limits of such work mean since the first course of the students' studying at Higher Institutions and must be doing during all their professional development.

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