

THE INTENSIFICATION OF SELF-INDEPENDENT WORK OF THE STUDENTS IN THE PROCESS LEARNING READING IN FOREIGN LANGUAGE IN NON-LINGUISTIC UNIVERSITY

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The article is devoted to the problem of the intensification of self-independent work of the students in the process learning reading in foreign language.

Key words: *student, self-independent work, teaching reading, curriculum, non-linguistic university, intensification of self-independent work, e-learning platform*

ИНТЕНСИФИКАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ОВЛАДЕНИЮ ЧТЕНИЕМ НА ИНОСТРАННОМ ЯЗЫКЕ В НЕЯЗЫКОВОМ ВУЗЕ

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В статье рассматривается проблема интенсификация самостоятельной работы обучающихся по овладению чтением на иностранном языке.

Ключевые слова: *обучающийся, самостоятельная работа, обучение чтению, учебный план, неязыковой вуз, интенсификация самостоятельной работы, электронная обучающая платформа*

The intensive development of modern society requires the system of higher education to train independent, initiative, competent, mobile specialists who are ready to adapt quickly to new socio-economic conditions. The modern trend in the educational standards of the new generation is to reduce the practice hours aimed at studying the majority of disciplines and to increase hours for self-independent work of students. Increasing role and the student's self-independent work hours in the process of mastering a foreign language requires a significant increase in its productivity. We have analyzed the curricula of some agrarian universities, we can see a sufficient number of hours allocated for self-independent work in the discipline of a foreign language. We analyzed the direction of preparation 38.03.02 Management: Stavropol State Agrarian University has 144 hours (classroom work) and 144 hours (self-independent work), Kuban State Agrarian University has 136 and 111, Penza State Agricultural Academy has 108 and 108, Orel State Agrarian University has 126 and 198, Krasnoyarsk State Agrarian University 144 and 108, etc.

One of the main reserves for ensuring the effectiveness of self-independent work is its intensification. Intensification of self-independent work as a component of

the learning process is an increase in the productivity of the student's self-independent learning activity [1].

Due to the dual nature of self-independent work (as a means of organization and as a specific type of educational activity), its intensification supposes search for such forms of tasks that would ensure the maximum productivity of the student's self-independent learning work [2].

There is no doubt that at the present stage there has been an increased interest in oral communication in a foreign language, but in spite of this fact reading remains the most important source of information, and it plays a decisive role in teaching. Therefore, the formation and development reading skills of different types in a foreign language is one of the main tasks facing foreign language teachers in a non-linguistic university.

As the methodists point out, the essence of reading as a form of communicative activity is to extract the information contained in the text in the required volume. Reading mechanisms are implemented in a verbally-mastered linguistic material in stages: first, reading words is mastered, then reading structures with their gradual expansion, then a combination of structures of different types and, finally, reading small texts with a gradual increase in their volume and complexity of content. With abundant reading, there is an accumulation of necessary vocabulary, which is assimilated and used while reading.

Educational tasks are identified in the methodology of foreign language teaching which are to be solved in order to achieve the functioning of reading as a type of speech activity. These tasks include: mastering the means of carrying out activities (lexical, grammatical) and skills related to the text understanding; mastering the methods of implementation, skills related to the text understanding; development of some psychological mechanisms; development of basic types of reading [3].

The following interrelated factors of the intensification of the educational process are highlighted in didactics: strengthening of the purposefulness of teaching, increasing the learning motivation, increasing the informative capacity of the educational content, the use of active forms and methods of teaching, the accelerating pace of educational activities, and the use of computer technologies.

Intensification of the student's self-independent work involves the search for such tasks, which, both in form and content, would ensure the implementation of the action of above mentioned factors. The learning task aimed at mastering reading should meet a number of requirements:

- 1) in order to increase the motivation, the teaching task should correspond to the interests of the students and their age characteristics;

- 2) the purposefulness of teaching as an intensification factor involves taking into account the features of goal-setting in the process of independent learning activity and as a result - "acceptance" of the learning task for the learner;

- 3) in order to activate the independent educational activity, the teaching task should offer the learner a certain educational and cognitive task;

- 4) the independence as the quality of personality requires the formation of self-control as a component of self-regulation;

5) the task should contribute to solving as many teaching tasks as possible in order to increase the informative capacity of the content of the instruction

6) the task for independent work should ensure a gradual increase in the pace of training activities;

7) the intensification of self-independent work assumes a wide use of technical means of training [4].

It should also be noted that the implementation of information and communication technologies, including those realized on the basis of electronic platforms in the sphere of education, has allowed the teachers to change the content, methods and organizational forms of teaching, to intensify and individualize the preparation of students. The great potential of modern technologies for more efficient organization of self-independent work of students has been introduced by researchers recent years.

Modern researchers have mentioned [5, 6, 7] that the use of the possibilities of e-learning platforms, including MOODLE, makes it possible to implement various tasks as self-independent work for the formation of various types of reading.

In conclusion, it should be noted that reading occupies a special position in teaching foreign language as it is the basis for the development of different skills of speech activity. In addition, reading is largely an independent process that contributes to expanding the background of learners, their vocabulary, the development of oral and written speech, the maintenance of interest and the ability to improve the level of knowledge of a foreign language constantly.

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