MANAGING STUDENTS' INDEPENDENT WORK IN THE EDUCATIONAL ENVIRONMENT

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Abstract: In article , independent student work was examined as a necessary condition for implementing competency-based education, designed to serve as a means of pedagogical management of students' cognitive activity. After all, the primary goal of university education is to teach students to independently solve professional problems and to awaken their interest in their future profession. Therefore, independent work as a form of educational process should be an integral and important part of the development of a competitive specialist.

Keywords: Independent work of students, organization and management of independent work, electronic educational and methodological complex of the discipline, scoring and rating system.

Introduction

Students' learning activities increasingly involve independent work using specialized literature, tests, and reference materials. Therefore, teachers often have to act as coordinators of learning activities. In these changing conditions, the role of the student in the teaching process is significantly altered. With a wide range of available teaching aids and knowledge sources at their disposal, students become increasingly active participants in the learning process.

Student independent work is a teacher-planned learning activity that promotes student development and professional self-determination. Student independent work is completed without direct contact with the teacher, but it is a process indirectly managed by the teacher: through educational and methodological documentation, teaching and assessment tools, and specialized educational materials.

Methods

The primary level of organizing and managing independent work is management within a specific academic discipline, which aims to develop students' intellectual skills and personal qualities, as well as elements of intellectual culture.

The principle of individualization in education in general and in the independent work management system in particular includes:

✓ moving on to new material only after thoroughly mastering the previous material;

✓ individualized pace of acquisition of new knowledge and skills;

✓ processing of material, use of preferred written sources of knowledge, engaging more advanced students as consultants, using lectures to motivate independent cognitive activity, and equipping students with a methodology for learning.

Analysis and results

How to carry out the process of independent learning, its development, the level of independent learning activities on the basis of acquired knowledge can be determined by the following criteria:

❖ goal-oriented, motivated independent learning;

❖ skills for independent thinking;

❖ skills to organize independent learning activities.

In the process of independent study, students refer to additional literature, review the topics covered. Many students work on the text of homework, use popular science and periodicals in the preparation of lectures and abstracts.

It is necessary to manage students' independent work based on methodological instructions and teaching materials. The educational and teaching materials with which students work can be roughly divided into two parts:

Academic texts, teaching materials (textbooks, manuals, problem sets, etc.)

Methodological instructions for working with the material. These materials, especially methodological instructions, serve as a means of directly managing students' work in real-life teaching (i.e., managing in the absence of the teacher). They provide a general outline of the teacher's experience (their recommendations and instructions), which are then conveyed to the student. Such instructions are developed separately for each academic unit.

Didactic materials and teaching aids are of great importance to students in a lecture course. They can take the form of outlines, where each topic of the lecture course is presented in the form of logically separated semantic sections, followed by several approximate questions or cognitive tasks. Such aids themselves teach students and help them in future independently identify the main semantic sections of the lecture, which is necessary for a better understanding of the material. It's useful to distribute didactic materials to students in advance so that they can serve as a reference both during the lecture and during their homework preparation.

Students' desire to study specific information contained in the didactic materials moderates and stimulates their independent work. This guides their homework preparation for the next lecture, facilitates a deeper understanding of the lecture material, and promotes the development of book-reading skills. Students themselves choose which literature to use in their preparation.

All this creates conditions for the self-organization of students' cognitive activity, which becomes goal-oriented and occurs without the direct involvement of the instructor (although the instructor is, of course, invisibly present and guides the students' work through the program laid out in the didactic materials). Didactic materials are a second channel for managing students' cognitive activity. Their content and structure should reflect all didactic principles, in particular scientific approach, accessibility, and consistency.

By didactic goals, we mean predictable, pre-planned learning outcomes expressed through concepts of student learning activity, objectively defined, and monitored. In practice, didactic goals are either defined very broadly, making them impossible to compare with actual results, or they are replaced by the content of the subject matter without defining the level of knowledge and skill development at which the student should master the subject matter.

A significant shortcoming in this area is the replacement of didactic goals, i.e., the students' targeted actions, with the instructor's planned activities. This creates the impression that the instructor is working hard, while the student is only half-hearted. In reality, however, the definition of a didactic goal should reflect the student's necessary and predictable learning activity. Only then can truly tangible results be achieved.

Conclusion

The analysis of the theoretical foundations of the problem of independent education led to the following conclusions:

Managing student independent work is impossible without systematic feedback, which takes the form of self-monitoring and requires teacher oversight. External feedback, provided by the teacher, is a well-known component of managing student independent work. Through self-monitoring, based on instructions and tests, the student verifies their mastery of the learning material. Self-monitoring is typically linked to instructions necessary for self-correction. Thus, the student has the opportunity to correct incorrect problem solutions, mistakes made, and so on during the learning process. The more precise the information about the error or incorrect solution, the more effective the assistance provided to the student.

When we speak of complete mastery of the relevant didactic goals (tasks), we mean the student's mastery of the subject matter at a predetermined level. The criterion for this determination is the student's level of preparation, necessary and

sufficient for mastering the new material. This applies both to a single subject and to all academic disciplines that comprise the student's major.

The proposed system for managing student independent work results from the precise definition of the goals of the educational programs, the planned activities and verification of the achievement of these goals and the academic discipline through self-monitoring.

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