

THE ROLE OF INDEPENDENT WORK FOR STUDENTS IN EDUCATIONAL PROCESS

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Resume: *In this article is analyzed role of the independent work student in educational process. Since, independence form of necessity-motivation sphere, mental, physical and morally volitional efforts of students.*

Key words: *independent work, educational process, education, development, formation, pedagogy.*

The problem of cognitive independence is rooted in antiquity. Czech educator, author of class-lesson learning system Jan Amos Comenius noted, "Natural principle in man has an independent and self-propelling force". However, in the regular school until the mid XX century dominated explanatory and illustrative training. Starting from the 50s, again increasing interest in the development of independence of students. At the turn of the XXI century interest in the subject has increased again since changed significantly the living conditions, the information revolution has occurred, and the world is the transition to lifelong learning. The direction of "learning for life" changed to "learning throughout life", the closure of educational architecture gradually giving way to open, which is impossible without developing skills of independent work of students at a high level. Information technology provides an opportunity to give greater autonomy, as in the successful development of the curriculum and in-depth study of particular subjects, implementing internal creative needs of students.

Philosophy of Education once again raises the issue of the value to society of formation of self-identity. Conception individually oriented educational activities because of studying the underlying processes that underlie self-development and self-determination of people. [1]

According to V. Andreev, the priority of modern education is oriented training on self-development of personality. [2] This new educational paradigm based on the following basic principles:

- ✚ awareness of self-worth of every person, its uniqueness;
- ✚ inexhaustible possibilities of development of each individual, including its creative self-development;
- ✚ priority of inner freedom - freedom for creative self-development as opposed to external freedom;
- ✚ understanding the nature of creative self-development as an integral characteristic of "self", the backbone components of which are self-knowledge, creative self-determination, self-management, creative self-realization and self-improvement.

He also notes, "The only kind of education can be considered a form of guaranteed quality that goes into self-education. In this training goes into self-study, education - in self-education and personality development of the state - a state of creative self-development". [2]

In foreign studies is not accepted interpretation of independence, if the learner is given the opportunity to learn from the self-access mode prepared by a teacher or expert information, as the learner in this case supposedly plays the role of "passive observer", he gives the impression that the self-study is only possible if the presence of the material prepared by the expert. The student should be able to choose their own teaching materials, relying not only on those who advised the teacher. This approach implies freedom of choice and the use of authentic materials. [3]

Outward signs of independence of students are planning their activities, perform tasks without the direct involvement of the teacher, systematic monitoring of the progress and results of the work, its subsequent correction and improvement, that is, self-exercise activity.

The inside of the requirement of independence form the motivational sphere, mental, physical, moral and volitional efforts of students to achieve goals without assistance. [4]

The basic principle of the theory of stepwise formation of mental actions is that receive significant new elements of mental practice immediately in the form of internal, mental man cannot. N. Talyzina concludes: knowledge accumulated by humankind, represented by a system of scientific concepts, laws; you cannot learn only through its own activities, the transmission efficiency of the experience depends on the nature of the actions of students and the quality of management on the part of the learner. [5]

The main objective of higher education is the formation of a creative personality specialist able to self-development, self-education and innovation. The solution to this problem is hardly possible only through knowledge transfer in finished form from teacher to student. Need to transfer a student from a passive consumer of knowledge in their active creator who knows how to formulate the problem, analyze the ways to solve it, to find the optimal result and prove its correctness. The ongoing reform of higher education is associated with the transition from learning paradigm to the paradigm of education. In this regard, it should be recognized that the independent work of students is not just an important form of educational process must be its foundation.

This implies focus on active methods of acquiring knowledge, developing creative abilities of students, the transition from in-line to the individual learning tailored to the needs and abilities of the individual. It is not just about increasing the number of hours for independent work. Strengthening the role of independent work of students is a fundamental revision of the organization of educational process in high school, which should be designed to develop the ability to learn, to form the students' ability to self-development and creative application of knowledge, methods of adapting to the professional activity in the modern world [6].

The purpose of students' independent work is to organize a systematic study courses during the semester, strengthening and deepening the knowledge and skills, preparing for the upcoming classes, as well as creating a culture of intellectual work and self-reliance in the search and acquisition of new knowledge.

Objectives of independent work can be defined as follows:

- ✚ quality of learning;
- ✚ development and skills training activities;
- ✚ formation of cognitive abilities of students and of interest to the studied material;
- ✚ formation of readiness for self-education;
- ✚ formation of independence as personality traits.

The first step is to define the independent work of students. In general, any activity that related to the education of future professional thinking. Any kind of employment, creating conditions for the emergence of independent thought, cognitive activity related to the student's independent work. Thus, under the independent work should be understood set of all independent activity of students in the classroom and outside it, in contact with the teacher and in his absence.

Learning outcomes are directly dependent on the level of students' independent work, which determined by personal preparedness to this work, the desire to engage in their own capabilities and the realization of this desire.

Belyaeva offers an original formula of independent work of students: information - knowledge - information, the essence of which is to create new information from existing, that forms the students' willingness and need to manage their cognitive activity.

Higher form of manifestation of independence should be considered self or self-education activity, which refers to the purpose and results of operations, and under the independent work - a means to achieve this result. Self-education student - is a voluntary activity, aimed at the acquisition of knowledge in the process of independent work without the help of a teacher, which is not possible if the students are not formed initial experience cognitive activity, the need for it, and

emotional and volitional qualities. Thus, the self-study is a necessary step in forming the skills of self-education and, as a consequence, the development of self-reliance. Because a student's independent work contributes to a better learning of theoretical material obtained by them in practical classes, and consequently increases the level of training of students in various disciplines.

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