

реть оформляется информационный стенд, организуются конкурсы творческих работ, готовятся презентации. В каждой учебной аудитории кафедры оформлены уголки с государственной символикой Республики Беларусь.

Организация различных тематических конкурсов творческих работ студентов, оказание методической помощи в их подготовке позволяет выявлять творческие способности обучаемых, активизировать научную деятельность и повышать, углублять знания. Такая работа осуществляется в рамках направлений студенческого кафедрального научного кружка «Инженер – гуманитарий».

Таким образом, посредством разнообразных форм обучения и воспитания обеспечивается поэтапное становление гражданской позиции молодых людей.

Знание своих прав и обязанностей, осознание себя важной частицей гражданского общества, мирового сообщества, уважение прав и свобод другого человека, других народов, ознакомление с системой защиты права – цели правового просвещения формирования гражданственности. Достижение обозначенных целей позволяет формировать определенную правовую культуру и правосознание студенческой молодежи, создавать позитивно настроенное гражданское общество.

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STUDENTS' AUTONOMOUS INDEPENDENT WORK IN THE CONTEXT OF OPEN EDUCATION

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The changes taking place in society determine new features of higher education, among which its “openness” is of utmost importance. Open education is characterized by specific features and methods as well as psychological and pedagogical priorities:

- openness to the global culture (preparation and qualification for a life and professional realization in an open and changing world; readiness to accept and understand the cultural diversity of the world while maintaining one’s own cultural identity and national traditions; reliance on various sources of education and self-education);

- openness to society (dialogue and tolerance as values of democratic consciousness; social responsibility as a norm of societal interaction; education as a means of personal self-realization and achievement; admitting the value of emotional experience in the educational process);

- openness to a person (recognizing the value of team work and cooperation; respect for students’ personal experience as a source of education; pedagogical guidance and support in problem situations).

The object-subject plurality of the modern educational process regulates its parameters such as the time range and qualitative characteristics, and the concept of “education throughout life” is replacing the concept of “education for life”.

In the context of modern global challenges, higher education places unprecedented demands on the volume and degree of complexity of students’ independent work and its methodological support, as well as on the responsibility of students for their own education. Students’ independence in forming judgments, making decisions and choosing strategies to overcome learning difficulties is an effective index of educational progress. In addition to specialized knowledge and practical professional skills, a specialist needs experience in social-evaluative, research and creative activities to solve new problems, which is generally acquired in the process of self-studies. Thus, improving educational competence, ensuring readiness and ability for autonomous learning activities is one of the most important objectives of foreign language teaching. The generative nature of the latter dictates new requirements to the skills and tools of the student’s autonomous independent work, requiring not only memorization and reproduction of theoretical material, but also an ability of practical application to solve communicative problems.

The MSLU regulations of students’ independent work at the first and the second stages of higher education define independent work as “purposeful, internally motivated educational and cognitive activity mainly focused on the student’s independent mastery of part of the content of the studied academic discipline. It is carried out during extracurricular time without the direct participation of the teacher, is controlled by them at a certain stage of training and is organized on the basis of appropriate educational and methodological support”.

The courses of practical language disciplines for 3rd year students of the Pedagogical Faculties of Minsk State Linguistics University provide various formats of flexible management of independent work: reminders, plans, diagrams, series of questions, branching of tasks, etc. Large format assignments are split into stages with a number of “check-points”: a student’s paper undergoes 2 or 3 draft stages so that the teacher is aware of the progress in its preparation and offers feedback and recommendations for improving the assignment before its final version is submitted.

However, constructing an individual learning trajectory within the framework of the approved educational programs requires a thorough and systematic approach, the development of the individual’s cognitive independence and personal self-educational initiative as a senior student. Self-education and self-study is a personally significant activity for stimulating, forming and improving cognitive and learning competency as one of the main components of linguists’ communicative competence. According to the Methodological Recommendations for the organization of independent work for students, cadets, and listeners issued by the Ministry of Education of RB in 2018, the overall share of classroom studies and students’ guided independent work (GIW) constitutes no more than 2/3 of the total number of academic hours allocated to the study of a discipline. Correspondingly, 1/3 of the total number of academic hours are intended for students’ autonomous independent work (AIW). Obviously, tasks for AIW must not be similar to those accomplished within the framework of GIW, although they are based on the same study material. Students will only be able to apply the knowledge acquired in and out of the classroom in new conditions and situations if they possess developed AIW skills that allow to algorithmize and plan their learning process for a specifically indicated period of time and adhere to the plan. Therefore, search and development of special forms of control over the students’ autonomous independent work is a priority for teachers and methodologists.

For senior students of a linguistics university, flexible control over GIW should be combined with heuristic control over AIW. A heuristic approach to the control of certain

types of creative final tasks is a significant factor in the activation of the student's meta-subject independent educational and cognitive activity. Heuristic control in practical foreign language disciplines is carried out for such types of tasks as debates of various formats, written rhetorical arguments of different structural and stasis types, literature questions, project presentations, research work, essays, creative reviews, case analysis, etc.

Aimed at teaching students to discover completely independent solutions to communicative problems, heuristic management of AIW largely depends on students' incentives and motivation. Senior students choose the time and methods of preparation and, where appropriate, formats for presenting assignments and are obliged to submit or present assignments of the established type within the program plan deadlines. The concept of heuristic control allows the instructor and student to choose a psychologically comfortable pace and form of work – group, pair, or individual. The content and types of AIW must correspond to the planned outcomes of learning. The teacher determines the compliance of the AIW with the program, specifies its content, develops a plan, a schedule, and methodological recommendations for the AIW and regularly updates them. Forms of control and assessment criteria must be defined for all assignments and brought to the attention of students.

The uniformity of AIW throughout the academic year, a systematic and regular nature of its testing and evaluation with a final reflection and self-reflection will allow the student to adapt and apply the acquired knowledge in new, unusual situations. Thus, the use of the heuristic approach in organizing self-learning work stimulates the student's educational and cognitive activity significantly, allowing the student to go beyond the competencies defined by the educational program. It teaches them to build their own educational trajectory, independently determining the ways and means of mastering the material studied, and promotes the student's creative self-realization through creation and presentation of their own educational product.

МОДУЛЬНОЕ ПОСТРОЕНИЕ ЭЛЕКТРОННОГО УЧЕБНО-МЕТОДИЧЕСКОГО КОМПЛЕКСА ПО ИНОСТРАННОМУ ЯЗЫКУ

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Модульное обучение является одной из наиболее перспективных форм организации учебного процесса. Сегодня процесс обучения во всех высших учебных заведениях построен по модульному принципу. Переход отечественной высшей школы на модульную технологию обучения обусловлен направленностью образовательного процесса на реализацию компетентностного подхода, который предполагает формирование у учащихся компетенций (общекультурных и профессиональных). Применительно к изучению иностранного языка речь идет о формировании иноязычной коммуникативной компетенции, что является обязательным компонентом подготовки современного специалиста.

К основным характеристикам модульного обучения относятся следующие: во-первых, содержание обучения представлено в виде информационных блоков, которые усваиваются в соответствии с поставленной целью; во-вторых, данная цель формулируется всегда для конкретного студента и имеет указание не только на объем изучаемого материала, но и на уровень его усвоения; в-третьих, основной объем работы осуществляется студентом самостоятельно, что способствует развитию у него умений целеполагания, самоорганизации, самоконтроля и самооценки [1, с. 250; 2, с. 31].