

## THE IMPORTANCE OF INDEPENDENT WORK OF STUDENTS GUIDED BY THE PROFESSOR AT UNIVERSITY

### IMPORTANȚA LUCRULUI INDEPENDENT AL STUDENȚILOR GHIDAȚI DE PROFESOR LA UNIVERSITATE

ELENA POPOVA<sup>1</sup>,

lector universitar,

Academia de Muzică, Teatru și Arte Plastice,

doctorandă,

Universitatea de Stat din Tiraspol

CZU 378.091.322

*The evolution of the educational system started in the last decade of the 20th century. It requires shifting the emphasis of the educational process towards student-centered learning. The organization of independent activity of students is the process and the result of an interaction between a teacher and students in creating conditions for successful advancement of students to a higher level of this activity while constantly reducing external and strengthening internal control over the process and the result of this activity. Now the role of independent work has grown so much that it has to be specially planned.*

**Keywords:** educational system, student-centered learning, independent work, higher education, personality of each student, self-development, motivation

*Evoluția sistemului educațional a început în ultimul deceniu al secolului XX. Acest lucru necesită schimbarea accentului procesului educațional către învățarea centrată pe student. Organizarea activității independente a studenților este un proces și rezultatul interacțiunii dintre profesor și studenți în crearea condițiilor de avansare reușită a studenților la un nivel mai înalt al acestei activități, reducând, în același timp, controlul extern și intern asupra procesului și a rezultatelor acestei activități. În prezent, rolul muncii independente a crescut atât de mult încât trebuie planificat în mod special.*

**Cuvinte-cheie:** sistem educațional, învățare centrată pe student, muncă independentă, învățământ superior, personalitatea fiecărui student, dezvoltarea de sine, motivația

#### Introduction

Modern society requires specialists who know, think, and are able to acquire and apply knowledge in practice independently. The solution of this task is carried out through the search of the content, forms, methods and means of training, providing greater opportunities for development, self-development and self-realization of an individual. In this regard, the problem of students' mastering of the methods of cognitive activity in the conditions of independent work acquires particular relevance.

1 len4ick@mail.ru

During the period of study at the university, the foundations of professionalism are formed. In this regard, it is especially important that students, mastering the knowledge and ways of obtaining them, realize that independent work is intended to complete the tasks of all other types of educational work.

The system of independent work creates the most effective conditions for the development of students' learning activity, turning the learning activity into a peculiar process of scientific knowledge in the framework of training. The influence of systematically organized independent cognitive activity of students on such cognitive processes as perception, attention, memory, and thinking is experimentally proved. Systematically organized independent cognitive activity of students significantly improves the quality of education.

#### **Relevance of the topic**

The current evolution of the educational system started in the last decade of the 20th century. It requires shifting the emphasis of the educational process towards student-centered learning. In the field of higher education, such tasks as raising interest, developing autonomy and research skills of future specialists are highlighted.

Previously the knowledge-accumulative nature of educational activities was dominating in the education sphere. The most important task was the transfer of knowledge and skills through teaching methods, solving typical tasks, the level of assimilation of which showed the success or failure of the training process.

Today the formation of a full-fledged personality, ensuring the conditions for the successful manifestation of all her abilities, the emergence of a 'thinking and feeling' person are the goals of modern pedagogy. The implementation of humanistic principles allows us to move from a centralized education system, providing a formal approach to the creation of conditions and opportunities for self-realization of each student of a higher educational institution.

This allows teachers to reorient themselves to create an educational environment in which not only cognitive abilities are most fully revealed, but also the personality of each student develops. Thus, the student's learning activity is focused not only on the process of gaining knowledge, but also on full interaction with the teacher and other students, on development and self-development, and the motivation to study at the university is transformed from the formal and purely external to the internal and becomes an integral part of the personality.

#### **Brief history**

Almost all the classics of pedagogy and psychology mentioned in their works the problems of the development of independence and independent activity of students. For more than two centuries, the idea of accompaniment under different terms have been sounded in the works of many outstanding teachers and psychologists, such as B.G. Ananyev, N.F. Bunakov, J. Korchak, V.P. Vakhterov, J.C. Vygotzky, P.Y. Halperin, A.F. Disterweg, K.S. Makarenko, P.F. Kapterev, Y.A. Comenius, A.N. Leontyev, I.G. Pestalozzi, C.J. Rubinstein, L.N. Tolstoy, K.D. Ushinsky and others.

But the methodology of complex psychological and pedagogical support began its development especially intensively only in recent decades.

The category of „independent activity” is developed in the works of modern psychologists and teachers K.A. Abulkhanova-Slavskaya, A.A. Bodalev, A.A. Verbitsky, S.M. Godnik, L.G. Gendler, I.A. Zimnyaya, G.M. Kodjaspirova, A.C. Lynda, B.C. Listengarten, A.B. Usova, V.A. Yakunin and others.

#### **Definition of students' independent work**

The independent activity of university students is understood as a conscious, self-governing activity, carried out on the basis of an individual educational way, taking into consideration the specifics of teaching at the faculty, and aimed at developing the creative potential of an individual with the goal of successful self-realization in professional activities.

The organization of independent activity of students is the process and the result of an interaction between a teacher and students in creating conditions for successful advancement of students to a higher level of this activity while constantly reducing external and strengthening internal control over the process and the result of this activity.

The main stages of the organization of independent work according to V.I. Andreeva, are: firstly, setting goals, tasks for students, providing tasks with instructions and explanations for their implementation; secondly, the stage of students' self-organization, their direct activity in fulfilling the tasks proposed by the teacher and, thirdly, self-control of students' assimilation of knowledge, as well as assessment and summing up of the independent work by the teacher [1 p. 333].

For the successful completion of the task it is necessary that independent work be continuous and be as individualized as possible [2 p. 86-87, 3 p. 120-124].

The main components of the independent work management of students are the organizational, methodological and pedagogical components [4 p. 64].

The organizational component implies the creation of managerial teaching aids that should help the student understand the logic of the studied course, in addition, the presence of criteria for assessing students' knowledge as guidelines for self-control in these manuals is very important.

The development of independent work tasks may relate to the methodological component of independent work management.

One of the features of the organization of independent work in higher education is that it should be included in absolutely all forms of professional training of students (lectures, practical and laboratory classes, seminars, individual consultations, etc.). In this regard, we can say with a high degree of certainty that the tasks developed for independent work should be used in various forms of organization of the educational process of students.

Particular attention should be paid to the organization of extracurricular independent work as an activity carried out by students on the instructions of the teacher and within the deadlines set by him, but in an arbitrary, convenient for the student time regime, which requires organizational independence from them.

The pedagogical component of the management of independent work in a university involves the organization of forms of cooperation that stimulate students' independence and their creative activity.

Professional development in higher education can be carried out only if the teacher is ready to design a collaborative intellectual and communicative activity open to creativity, with students in a specific training situation. Only in this case can the leadership of independent work in higher education be considered successful and effective [4 p. 64].

Independent work of a student can be both classroom and extracurricular and includes:

- solving of independent tasks in laboratory and theoretical workshops, at seminars and practical classes;
- working on individual topics of academic disciplines;
- developing term paper works;
- passing the practice works and the implementation of their tasks;
- preparing for all types of control tests;
- preparing for final certification and implementation of qualifying final work;
- participating in scientific and methodological work, in scientific and practical conferences and seminars.

Independent work of a student teaches to:

- make decisions in standard and non-standard situations and be responsible for them;
- take responsibility for the work of team members (subordinates), for the result of assignments;
- define tasks of professional and personal development independently;
- be engaged in self-education, consciously planning advanced training;
- orientate in the conditions of frequent change of technologies in professional activity.

It is worth mentioning that in the process of independent work students not only reinforce knowledge and skills, but also acquire a professional world outlook, begin to understand the essence and social significance of their future profession, show interest in it, learn to define the tasks of professional and personal development, self-education independently, consciously planning to increase their level of competence.

### **Difficulties in the process of independent work by students**

Independent work causes a number of difficulties among students, especially first-year students, due to the need to adapt former schoolchildren to new forms of education. The main difficulty is connected with the need to independently organize their work. Many students have great difficulties associated with the lack of skills of analysis, note-taking, working with primary sources, the ability to express their thoughts clearly, plan their time, and take into consideration the individual characteristics of their mental activity and physiological capabilities, almost complete lack of psychological readiness for independent work, ignorance of general rules of its organization.

The independence of students should be aimed at gaining knowledge, solving cognitive tasks, and the role of the teacher in this case is to be not only a source of knowledge, but also an assistant in finding the shortest way to knowledge, the most optimal one to solve cognitive tasks in time, to set the necessary cognitive tasks. Only in this case a student can have the need for new knowledge and an interest in acquiring it.

For developing students' skills of independence, the skillful guidance of a teacher in their independent work is also of great importance. Ensuring the right combination of classroom and independent work is the first step to effective and high-quality work of students on educational material in the process of cognition. This means that it is necessary to develop students in the direction of organizing independent work, which is aimed at enhancing learning activities, at selecting the necessary tasks for this type of work, depending on their level of knowledge and level of independence.

### **Conclusion**

Professional development in higher education can be carried out only if the teacher is ready to design an open for creativity, dynamically restructuring joint intellectual and communicative activity with students in a particular learning situation. Only in this case the management of independent work in higher education can be considered successful and effective.

Now the role of independent work has grown so much that it has to be specially planned, special forms and methods have to be created for it, time, facilities and technical resources have to be allocated.

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