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УДК [37.018:37.011.3-057.87-021.464]:37.016:821(100)(045)

ORGANIZATION OF INDEPENDENT ACTIVITY OF STUDENTS IN LESSONS OF FOREIGN LITERATURE

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ОРГАНІЗАЦІЯ САМОСТІЙНОЇ ДІЯЛЬНОСТІ СТУДЕНТІВ НА УРОКАХ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ

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The article notes the importance of independent work for the development of students' creative abilities, their self-realization and improvement, and analytical thinking. Attention is focused on creative and research methods of working with works of foreign literature. Attention is focused on the levels of independent work of students, on the peculiarities of understanding the term "independent work". It is noted that independent work is work that is planned for the student and is performed in accordance with the teacher's task under his methodological guidance, but without his direct participation. In addition, it involves mastering complex skills and abilities to see the purpose and content of work, organize your own self-education, the ability to take a new approach to solving problems, cognitive and mental activity and independence, as well as the ability to create.

Key words: independence, creativity, ability to analyze, foreign literature.

У статті зазначена важливість самостійної діяльності для розвитку творчих здібностей студентів, їх самореалізації та вдосконалення, аналітичного мислення. Закцентована увага на творчий та дослідницький методи роботи з творами зарубіжної літератури. Наголошено на використанні трьохрівневого підходу до самостійної роботи студентів; на особливостях розуміння терміну «самостійна робота». Зауважено на тому, що самостійна робота – це робота, яка запланована для студента і виконується відповідно до завдання викладача під його методичним керівництвом, але без його безпосередньої участі. Крім того, це передбачає оволодіння складними навичками і вміннями бачити мету і зміст роботи, організувати власну самоосвіту, вміння по-новому підходити до вирішення проблем, пізнавальну і розумову активність і самостійність, а також вміння творити.

Ключові слова: самостійність, творчість, вміння аналізувати, зарубіжна література.

We live in a rapidly changing world. Every day brings people new knowledge, new discoveries. The available information quickly becomes outdated. In addition, thanks to the Internet, our students have access to any information.

The development of students' independent work skills in foreign literature lessons is an important component of the educational process. Teaching a student to learn, gain knowledge independently, and improve skills and abilities is a task that every teacher faces. To do this, it is necessary to equip the student with methods for completing tasks, develop certain algorithms for processing specific material, and prepare appropriate visual aids for classes that would always be in front of students' eyes [3].

Independent work of students as a separate work for the development of creative abilities in various aspects is covered in the works of modern Ukrainian scientists such as A. Alexyuk, M. Danilov, M. Dyachenko, V. Evdokimov, L. Zhuravskaya, L. Kandybovich, S. Kandybovich, A. Kuzminsky. M. Danilov and V. Ortinsky noted that independent work is one of the methods of cognitive activity of students. Independent work as a form of organizing training was seen by M. Dyachenko, V. Evdokimov, L. Kandybovich, S. Kandybovich, A. Kuzminsky and others. The introduction and organization of independent work of students in general was studied by A. Aleksyuk, L. Zhuravskaya, A. Moroz, M. Fitsula and other scientists [4].

Foreign Literature lessons are aimed at developing the analytical thinking of young people and accumulating vast humanistic experience. Literature raises the individual to a higher level of humanity. This is exactly the task that students of foreign literature face. Works of World Classics should become a window into another, unknown world, imbued with the ideals of Kindness, Harmony and beauty.

Familiarity with foreign prose and poetry should expand the range of students' knowledge in the field of culture of other peoples, encourage them to continue reading masterpieces of great artists of the past and books of modern writers, and awaken interest in the literature of the world in general [1].

There is literature in the school, there are students who study it, there is a teacher who is called upon to organize this study of works of foreign classics.

Independent work is work that is planned for the student and performed in accordance with the teacher's task under his methodological guidance, but without his direct participation. In addition, it involves mastering complex skills and abilities to see the purpose and content of work, organize your own self-education, the ability to take a new approach to solving problems, cognitive and mental activity and independence, as well as the ability to create.

Fruitful independent work in the learning process is a necessary condition for the formation of organizational abilities of the individual, the ability to constantly restore their knowledge in the process of work. Independent educational work of students is considered as a sphere of their personal self-realization, a manifestation of creative potential. At the same time, in the process of purposeful independent work, the main qualities of the individual are formed, namely, a sense of public duty and responsibility, purposefulness, activity, and others.

Independent work of students is a mandatory element of the educational process, which is provided for in the curricula of general education institutions. At the same time, independent educational work is a sphere of manifestation of creative activity of the individual, a means of forming his intellectual, psychological, moral and professional qualities in their organic unity, as well as a means of organizing cognitive activity. That is why independent work significantly affects the formation of psychological attitudes and value orientations of the individual to an active lifestyle, educates the need and ability to form and develop such qualities of a creative personality as self-organization and self-control [3].

P. Pestalozzi, a Swiss teacher and outstanding practitioner, noted that independent work is a prerequisite for successful learning.

The analysis of scientific research of teachers and methodologists allowed us to distinguish three levels of independent activity of students: copy shop, reproductive, productive.

According to the form of organization, independent work can be divided into individual and group work. The individual form of organizing students' work in the classroom provides that each student receives a specially selected task for him, in accordance with his educational and educational capabilities, for independent performance. Group student learning activities are joint learning activities of small groups of students working in the same classroom [4, p. 46-48].

According to the level of independent productive activity of students, there are four types of independent work: reproducing, reconstructive-variable, heuristic and creative. Each of these types has its own characteristics and didactic purpose.

For the effectiveness of independent work and for mastering new material, the teacher focuses his attention on studying the life path of the writer, independent analysis of textual work and processing additional sources.

Reproduction of independent work based on the sample is necessary for memorizing ways of acting in specific situations, forming skills and mastering them. When performing this type of work, students' activities are not completely independent, since their independence is limited to simple reproduction, repeating actions according to a template. However, the role of such works is quite significant. They form the basis for truly independent activity of the student. The role of the teacher is to determine the optimal amount of work for each student. Premature transition to other types of independent work deprives the student of the necessary system of knowledge, skills and abilities [2, p. 39-44].

To ensure the successful preparation of the teacher to guide the independent work of students in foreign literature lessons and the organization of their homework, in addition to printed manuals (the text of a work of art currently being studied, a textbook for students, other literature and visual aids), also homemade: monuments-supports; questions, tests for conducting conversations and thematic testing of knowledge, in particular students' knowledge about artistic texts; the subject of written works.

Reconstructive and variable independent work allows you to independently find specific ways to solve problems based on previously acquired knowledge. Independent works of this type contribute to the meaningful transfer of knowledge to typical situations, the development of skills in analyzing events, phenomena, facts, and the formation of techniques and methods of cognitive activity. They also contribute to the development of internal motives of cognition, create conditions for the development of mental activity of schoolchildren.

Creative independent work is the most effective type of independent activity of schoolchildren, which allows them to gain fundamentally new knowledge, strengthen the skills of independent knowledge search. Psychological studies prove that the mental activity of schoolchildren in solving problematic, creative problems is similar to the mental activity of creative and scientific workers. Creative independent work is one of the most effective means of forming a creative personality.

Methods of organizing independent work, its planning in general should be aimed at developing students' skills in organized socially useful work, the ability to organize themselves in various types of life, as well as the formation of a creative personality of schoolchildren. In the

development of creative activity of students, the role of the teacher as an organizer of cognitive activity, able to methodically ensure the educational work of schoolchildren, increases.

Independent work of students in foreign language lessons is often carried out, as this is required by the specifics of the subject. Students independently perform tasks related to both the assimilation of knowledge (vocabulary, grammar) and the development of skills and abilities.

Naturally, a student cannot fully master the entire amount of knowledge only in the classroom, he must work a lot independently, during extracurricular hours.

The main practical goal of teaching a foreign language in a modern school is to form and develop oral speech skills, teach you to read not only adapted, but also original literature, and understand native speakers of a foreign language. For better assimilation of knowledge and mastering certain skills in the process of learning a foreign language, it is necessary to activate the cognitive and mental activity of students. One of the most important means of such activation is properly organized independent work both in the classroom and during extracurricular hours.

Properly organized independent work contributes to the development of students' creative abilities, expands their worldview, develops thinking, and develops hard work.

Familiarity with foreign prose and poetry should expand the range of students' knowledge in the field of culture of other peoples, encourage them to continue reading masterpieces of great artists of the past and books by modern writers, as well as awaken interest in World Literature in general.

Thanks to independent work, students consciously and firmly learn the basics of literary education and develop their logical and imaginative thinking, imagination and memory, oral and written speech. The great importance of independent work also lies in the fact that it instills in students the necessary practical skills and knowledge of working in the humanities and the art of speech, without which our contemporary will not be a truly cultured person. Independent work develops curiosity, ingenuity, interest in knowledge, hard work and initiative. This hardens the will of students, disciplines them, teaches them to finish what they started, and develops perseverance and endurance. Independent work also contributes to the formation of creative activity in the student, since in the process of its application, the student becomes not only an object, but also a subject, co-author of training and upbringing. After all, without the widespread introduction of independent work on a scientific basis, the school will not be able to completely eliminate the overload of students, which undermines the health of schoolchildren [4, p. 284].

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So, it is very important that the share of independent work in foreign literature lessons is significant enough so that students are not doomed to passive listening, but work independently only at home, independently mastering the techniques of educational work. The consequence is a dangerous gap between classroom and homework. At the same time, the program of Native literature clearly orients: "students' knowledge is more often determined in the process of analytical work on new material, depending on the activity of students, the manifestation of their ability to independently perceive the material, conduct search and research work."

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