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METHODS OF ORGANIZING INDEPENDENT WORK FOR SENIOR STUDENTS IN FOREIGN LANGUAGE EDUCATION

Abstract. The article "Methods of Organizing Independent Work for Senior Students in Foreign Language Education" focuses on the crucial role of self-directed learning in enhancing senior students' language skills. It offers a detailed analysis of various pedagogical strategies, such as differentiated instruction and project-based learning, to cater to diverse learning styles. The article also emphasizes the importance of digital technologies in language education and discusses the development of self-organization and discipline among students. Furthermore, it explores the integration of independent study with classroom activities, underscoring the significance of creative assignments and regular evaluation. This resource is valuable for educators looking to innovate foreign language teaching for senior students, aiming to create a dynamic and interactive learning environment.

Keywords: English Language Teaching; Independent Learning; Student Autonomy; Project-Based Learning; Technology in Education; Collaborative Learning; Individualized Learning Plans; Empirical Evidence; Classroom Practices; Language Acquisition.

Introduction

The unique aspects of self-directed learning for senior students in foreign language education are multifaceted and pivotal for their academic and personal growth. This stage of education marks a transition where students are expected to evolve from passive recipients of knowledge to active, independent learners. The maturity and cognitive development at this age offer a fertile ground for cultivating skills such as critical thinking, problem-solving, and self-reflection, all of which are integral to mastering a new language.In pedagogical practical activities, each type of independent work is represented by the use of a vast array of exercises and assignments, utilized by educators in both curricular and extracurricular activities[1]. I. A. Zimnaya asserts that organizing and managing independent work is a responsible and quite complex task for any educator. In the process of learning a foreign language, each student must achieve a sufficiently high level of independence and activity to be capable of handling various tasks and acquiring new knowledge in the process of solving educational challenges[5].

One of the key characteristics of self-directed learning in this demographic is the shift towards a more goal-oriented approach. Senior students are often driven by specific objectives, whether preparing for exams, aiming for university admission, or pursuing personal interests and career aspirations. This goal-oriented mindset requires a learning framework that is not only flexible but also tailored to individual aspirations and learning styles.

Another significant aspect is the integration of technology in learning. Digital natives, as these students often are, find that online resources, language learning apps, and virtual communication platforms can greatly enhance their learning experience. These tools not only

provide access to an abundance of learning materials but also offer opportunities for practicing real-world language skills through online interactions and multimedia content.

Furthermore, at this stage, the role of the educator transforms. Teachers become facilitators and guides rather than sole sources of knowledge. They are tasked with creating a learning environment that encourages exploration, curiosity, and self-efficacy. This involves providing resources, guidance, and feedback, but also stepping back to allow students the space to explore and learn autonomously.

Lastly, self-directed learning at this level often incorporates an element of self-assessment and reflection. Students are encouraged to evaluate their progress, identify areas for improvement, and adapt their learning strategies accordingly. This reflective practice enhances language proficiency and instills a lifelong learning mindset, essential in today's ever-evolving world.

In summary, the self-directed learning of foreign languages in senior students is characterized by its goal-oriented approach, integration of technology, evolving role of educators, and an emphasis on self-assessment and reflective learning. These features combine to prepare students not just for academic success, but for a life of continuous learning and adaptation in a multilingual world.

Materials and Methods of Research

In the context of self-directed learning, particularly in foreign language education, the role of the teacher undergoes a significant transformation. The effectiveness of independent work depends not only on its proportion but also on the methods and approaches used in its organization and implementation, and on the rational combination with other types and forms of work in foreign language lessons[2]. No longer the sole fountain of knowledge, the teacher becomes a facilitator, mentor, and guide, playing a crucial role in shaping the environment in which self-directed learning thrives.

➔ Facilitator of Learning: The teacher's primary role is to create a learning environment that encourages exploration, curiosity, and self-motivation. This involves curating resources, designing activities, and setting up a framework within which students can navigate their learning journey. The teacher must ensure that the materials and tasks are not only aligned with the curriculum but also engaging and relevant to the students' interests and goals.

➔ Mentor and Guide: Teachers provide guidance and support, helping students set realistic and achievable learning goals. They play a vital role in helping students understand how to learn effectively, offering strategies for time management, goal setting, and effective study techniques. This mentorship is vital in helping students become independent learners.

➔ Provider of Feedback and Assessment: Constructive feedback is essential in self-directed learning. Teachers need to provide regular, meaningful feedback that helps students understand their progress and areas for improvement. This feedback should be specific, actionable, and encouraging, aimed at guiding students rather than simply evaluating them.

➔ Model of Lifelong Learning: Teachers can inspire students by being models of lifelong learning themselves. Demonstrating enthusiasm for learning new things, especially within the subject of foreign languages, can motivate students to embrace a similar attitude. Teachers can share their learning experiences, challenges, and how they overcome obstacles, thus creating a relatable and motivating learning environment.

➔ Integrator of Technology and Innovation: In an age where technology is integral to education, teachers should be adept at integrating various digital tools and resources into the learning process. This not only makes learning more engaging but also prepares students for the digital world. Teachers should be knowledgeable about the latest language learning apps, online resources, and multimedia tools, and guide students on how to use them effectively.

➔ Cultivator of Collaborative and Reflective Practices: Teachers should encourage students to work collaboratively and reflect on their learning. They can facilitate group activities, peer

reviews, and discussions that foster a sense of community and shared learning. Encouraging reflective practices helps students internalize what they have learned and develop critical thinking skills.

In summary, the teacher's role in self-directed learning is multifaceted and dynamic. It involves creating a supportive learning environment, guiding and mentoring students, providing constructive feedback, modeling lifelong learning, integrating technology, and fostering collaborative and reflective practices. By fulfilling these roles, teachers can significantly enhance the effectiveness and enjoyment of self-directed foreign language learning for their students.

Methodological Approaches to Self-Directed Learning

The methodology behind self-directed learning in foreign languages is as diverse as it is critical. It pivots on the principle of empowering students to take the reins of their educational journey, encouraging a more engaged and personalized approach to language acquisition.In his work "Independent Cognitive Activity of Schoolchildren in Learning," P.I. Pidkasisty identifies four types of independent work according to the level of students' independent productive activity:

by example;
reconstructive;
variative;
creative.

These types represent different levels of complexity and independence in the learning process, from following a given model to engaging in more creative and self-directed tasks[8]. This section delves into various methods and strategies that can be adopted to foster self-directed learning among senior students.

- Differentiated Instruction: Recognizing the individual differences in learning styles, abilities, and interests is fundamental. Differentiated instruction involves providing varied learning materials, tasks, and activities that cater to diverse learner profiles. This approach not only respects individual learning preferences but also challenges each student at their own level, making the learning process more effective and enjoyable.
- Project-Based Learning (PBL): PBL is a dynamic approach where students learn by actively engaging in real-world and personally meaningful projects. In the context of foreign language learning, projects might include creating a magazine in the target language, conducting interviews with native speakers, or developing a cultural exchange program. This method promotes not only language skills but also critical thinking, collaboration, and communication.
- Flipped Classroom Model: This model inverts the traditional learning environment by delivering instructional content, often online, outside of the classroom. It allows for the classroom time to be used for engaging in practical activities, discussions, and personalized guidance. In language learning, this could involve students watching language tutorials or listening to dialogues at home, then practicing speaking and writing skills in the classroom.
- Self-Assessment and Reflective Practices: Encouraging students to regularly assess their own work and reflect on their learning process is vital for self-directed learning. This could be facilitated through learning diaries, portfolios, or self-assessment checklists. Reflective practices help students understand their strengths and areas for improvement, fostering a sense of ownership and responsibility for their learning.
- Incorporation of Technology and Multimedia: Leveraging technology, such as language learning apps, online resources, and multimedia content, can greatly enhance self-study. These tools offer a vast array of interactive and engaging materials that cater to different learning styles and needs, making the learning process more dynamic and accessible.
- Collaborative Learning Techniques: Even in a self-directed learning environment, collaboration plays a key role. Techniques like peer tutoring, group discussions, and

collaborative projects can enhance language learning by providing opportunities for practice, feedback, and social interaction.

- Gamification and Interactive Learning: Introducing game elements in language learning, such as points, badges, and leaderboards, can significantly boost motivation and engagement. Interactive activities, such as language games, role-plays, and simulations, make learning more fun and memorable.

Each of these methods brings a unique dimension to self-directed language learning. By integrating a combination of these approaches, educators can create a rich, diverse, and stimulating learning environment that not only enhances language proficiency but also fosters a love for learning and self-improvement[6].

Project-Based Work and Creative Assignments in Language Learning

Engaging in project-based work and creative assignments can significantly enhance the experience of learning a foreign language. These approaches not only make learning more interactive and enjoyable but also allow students to apply their language skills in practical, real-world contexts. The primary goal of this phase is to create a positive motivational foundation for engaging in activities. This task can be achieved by students performing the following actions: forming a positive attitude towards educational and cognitive activities in mastering productive types of speech activities, forming elements of a positive "self-setting" for educational activities. This involves mentally auto-suggestive denial of unproductive psychological states, comparing the upcoming work with less pleasant activities, "immersing" oneself in the process of activity by performing initially successful speech actions, consciously minimizing unsuccessful actions against the background of generally successful activity, independently addressing long-term and specific reasons for unsuccessful learning actions in mastering productive speech activities, self-persuasion in the importance of mastering certain speech activity techniques, internal self-encouragement and self-reward for successful task completion, and emphasizing it to stabilize speech confidence, among others[4].This section provides examples of projects and creative tasks specifically designed for self-directed work by senior students.

- ➢ Cultural Exchange Project: Students could initiate a project that involves partnering with a school in a country where the target language is spoken. This project could include regular correspondence, virtual meetings, and the creation of a joint presentation or digital magazine that explores cultural aspects of each country. This project not only improves language skills but also offers insights into the culture associated with the language.
- ➢ Foreign Language Blog or Vlog: Creating a blog or vlog in the target language is an excellent way for students to practice writing and speaking skills. The topics could range from daily life experiences to reviews of books, movies, or cultural events in the target language. This activity allows students to express themselves creatively while building their language proficiency.
- ➢ Language Learning Podcast Series: Students can create their own podcast series where they discuss various topics in the target language, interview native speakers, or teach language lessons to beginners. This project develops speaking and listening skills and can be shared with the wider school community or online.
- ➢ Language and Cooking Show: Combining language learning with cooking, students can create a video series or live presentations where they cook a dish from a country that speaks the target language, explaining the process in that language. This is a fun way to learn culinary vocabulary and cultural traditions related to cuisine.
- ➢ Interactive Language Games and Challenges: Designing and playing language games can be both fun and educational. Students could create crosswords, word search puzzles, or trivia quizzes in the target language. These games can be shared with peers to create a collaborative learning experience.

➢ Short Story or Playwriting: Encouraging students to write a short story, play, or script in the target language can greatly enhance creative writing skills. They could then perform or record their stories or plays, providing an opportunity to practice reading and speaking fluently.

➢ Virtual Reality (VR) Language Tours: If resources allow, students could use VR technology to create immersive language learning experiences, such as virtual tours of cities or historical sites in the country of the target language, complete with narrations or guided tours in that language.

Each of these projects not only aids in developing language proficiency but also enhances students' creativity, cultural awareness, and technological skills[3]. Creative assignments play a crucial role in increasing motivation, as they provide a sense of purpose and excitement, making the language learning process more meaningful and enjoyable.This approach to organizing independent work fosters the stimulation of students' creative self-development and self-education. Students, among whom surveys were conducted, note that they do not experience difficulties in performing independent work in foreign language learning when they have sufficient information received from the teacher[7].

Assignment Example:

Create a Podcast: My Favorite Book

Assignment: Record a 5-minute podcast in which you talk about your favorite book in English. Discuss the plot, main characters, and why you like this book. Try to use vivid and varied vocabulary.

Example of Completed Assignment:

Podcast Script:

"Hello everyone, welcome to my podcast 'Page Turners.' Today, I'm excited to share with you my all-time favorite book, 'To Kill a Mockingbird' by Harper Lee.

Let's dive into the heart of this classic. The story is set in the 1930s in a small town in Alabama and is narrated by a young girl named Scout Finch. The plot revolves around her father, Atticus Finch, a lawyer who courageously defends a black man, Tom Robinson, unjustly accused of a crime. This gripping tale not only unravels the harsh realities of prejudice and racism but also portrays the innocence and curiosity of childhood.

One of the most striking characters is Atticus Finch, a paragon of morality and justice. His unwavering stand for what is right, despite societal pressure, is truly inspirational. Then there's Scout, whose innocent perspective brings a unique freshness to the serious themes explored in the book. Her journey from naivety to a deeper understanding of the complexities of human nature is profoundly moving.

What makes 'To Kill a Mockingbird' so special to me is its timeless message of empathy and understanding. It teaches us to view the world from others' perspectives, and that's a lesson that resonates with me deeply.

Harper Lee's eloquent writing, filled with rich metaphors and vivid imagery, brings the story to life, making it a compelling read. The novel's ability to address heavy topics through the eyes of a child is both innovative and impactful.

So, that's why 'To Kill a Mockingbird' holds a special place in my heart. It's more than just a book; it's a mirror reflecting the society we live in, and a beacon of hope, teaching us the power of empathy and justice.

Thank you for tuning in to 'Page Turners.' Until next time, keep turning those pages and exploring new worlds through the magic of books!"

Research Outcomes

The study's investigation into the efficacy of independent work methodologies in foreign language education for senior students revealed multifaceted results. Primarily, the introduction of self-directed learning paradigms was found to substantially amplify student engagement and
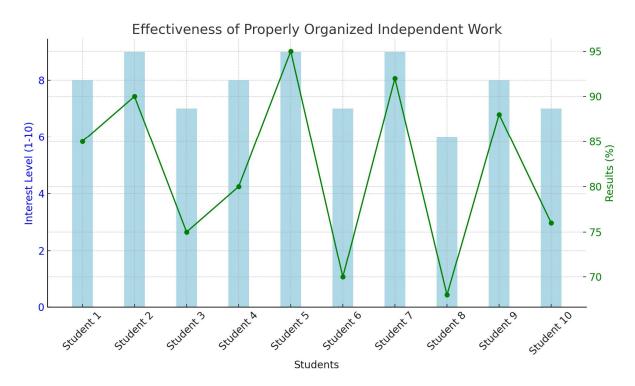
intrinsic motivation. This escalation in self-motivation correlated with an enhanced sense of personal responsibility towards the language learning process. A consequent increase in language proficiency was evident, as quantified through standardized assessments and classroom performance metrics, encompassing a spectrum of linguistic competencies such as speaking, writing, listening, and reading.

Furthermore, an augmentation in self-regulatory capacities amongst students was observed. These capacities, including effective time management, strategic goal setting, and introspective self-assessment, extended their impact beyond linguistic proficiency, contributing to a holistic improvement in academic performance. The integration of digital technologies, encompassing educational applications and online resource platforms, was met with positive reception, providing both a supportive and engaging learning infrastructure.

A notable preference for creative and project-based learning over traditional didactic methodologies was also observed. These approaches facilitated practical application of language skills and engendered a profound cultural immersion and understanding. Crucially, the synergy between autonomous learning activities and structured classroom pedagogy demonstrated significant effectiveness, reinforcing content assimilation and practical language application.

The transformation of the educator's role from a conventional instructional paradigm to a facilitative model was positively perceived, enhancing the adaptability and personalization of the learning experience. This shift emphasized the educator's role in guiding and mentoring, rather than direct instruction, aligning with contemporary pedagogical frameworks.

In summation, the study underscores the proposition that a well-orchestrated integration of independent learning, supported by digital tools and harmonized with classroom engagement, markedly enhances linguistic outcomes in foreign language education for senior students. These methodologies promote learner autonomy, heightened engagement, and comprehensive proficiency in foreign language acquisition.

This graph illustrates the effectiveness of properly organized independent work among students:
- The blue bars on the left axis represent students' interest levels in independent work, measured on a scale from 1 to 10. Higher values indicate greater interest.

● The green line on the right axis shows the students' results, expressed as percentages. The points are connected to demonstrate the overall trend in performance.

Conclusion

The research presented in this article underscores the pivotal role of self-directed learning methodologies in enhancing the foreign language proficiency of senior students. The findings illuminate the multifaceted benefits of integrating independent work with structured classroom instruction, supported by digital tools and resources. This blended approach not only fosters linguistic proficiency but also cultivates essential life skills such as self-regulation, critical thinking, and cultural awareness.

The positive correlation between student engagement and the use of creative, project-based assignments highlights the need for educational paradigms that transcend traditional rote learning methods. By embracing innovative pedagogical strategies, educators can unlock the potential of students, equipping them with the tools and confidence to navigate and excel in a multilingual, globalized world.

Furthermore, the evolution of the teacher's role from a traditional knowledge dispenser to a facilitator and mentor aligns with the contemporary educational landscape's demand for a more personalized and student-centered learning experience. This shift is instrumental in creating a learning environment where students are encouraged to explore, engage, and take ownership of their learning journey.

In conclusion, this study advocates for a holistic approach to language education, one that harmonizes self-directed learning with classroom dynamics and leverages technology as an ally in the educational process. Such an approach is not only conducive to improved language learning outcomes but also prepares students for lifelong learning and global citizenship. As the field of education continues to evolve, these insights offer a valuable framework for educators and institutions seeking to enrich their language teaching methodologies and foster a more engaged, proficient, and well-rounded student body.

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Баймуканова Ж.Т., Кадыргалиева С.И.
ШЕТ ТІЛДЕРІН ҮЙРЕНУ ПРОЦЕСІНДЕ ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ ӨЗІНДІК ЖҰМЫСЫН ҰЙЫМДАСТЫРУ ӘДІСТЕРІ

Аңдатпа. "Шет тілдерін үйрену процесінде жоғары сынып оқушыларының өзіндік жұмысын ұйымдастыру әдістері" мақаласы жоғары сынып оқушыларының тілдік дағдыларын арттыру үшін өзін-өзі оқытудың маңыздылығын көрсетеді. Онда әртүрлі оқыту стильдеріне бейімделген сараланған оқыту және жобалық тәсіл сияқты әртүрлі педагогикалық стратегиялардың егжей-тегжейлі талдауы берілген. Сондай-ақ, мақалада тілдік білім берудегі цифрлық технологиялардың рөлі баяндалады және оқушылардың өзін-өзі ұйымдастыруы мен тәртібін дамыту талқыланады. Сонымен қатар, шығармашылық тапсырмалар мен тұрақты бағалаудың маңыздылығын көрсете отырып, өзіндік жұмысты сыныптық қызметпен біріктіру қарастырылады. Бұл ресурс динамикалық және интерактивті білім беру ортасын құру мақсатында жоғары сынып оқушыларының шет тілдерін оқыту тәсілін жаңартуға ұмтылатын мұғалімдер үшін құнды.

Кілт сөздер: ағылшын тілін оқыту; өзін-өзі оқыту; оқушылардың автономиясы; жобалық оқыту; білім берудегі технологиялар; бірлескен оқыту; жеке оқу жоспарлары; эмпирикалық дәлелдер; сыныптағы тәжірибелер; тілді меңгеру.

Баймуканова Ж.Т., Кадыргалиева С.И.
МЕТОДЫ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТАРШЕКЛАССНИКОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация. Статья "Методы организации самостоятельной работы старшеклассников в процессе изучения иностранных языков" подчеркивает важность самостоятельного обучения для повышения языковых навыков старших учащихся. В ней представлен детальный анализ различных педагогических стратегий, таких как дифференцированное обучение и проектный подход, адаптированных к разнообразным стилям обучения. Также в статье освещается роль цифровых технологий в языковом образовании и обсуждается развитие самоорганизации и дисциплины у учащихся. Кроме того, рассматривается интеграция самостоятельной работы с классной деятельностью, подчеркивая значимость творческих заданий и регулярной оценки. Этот ресурс ценен для педагогов, стремящихся обновить подход к преподаванию иностранных языков у старшеклассников, с целью создания динамичной и интерактивной образовательной среды.

Ключевые слова: преподавание английского языка; самостоятельное обучение; автономия учащихся; проектное обучение; технологии в образовании; совместное обучение; индивидуализированные учебные планы; эмпирические доказательства; практики в классе; приобретение языка.