

## Formation of mental independence of students in the study of a foreign language

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**Abstract:** *This article examines the concept of "mental independence", as well as "independent activity" and analyzes the main ways and means of forming these abilities in foreign language lessons. Self-education is presented as a factor of self-development, the purpose of which is to increase professional competence and personal self-improvement. In this article were used methods of projects, using office suites, the study of literature, questioning, monitoring, the study of pedagogical experience, summarizing work experience.*

**Keywords:** *independence, mental independence, foreign language, professional competence.*

**Introduction.** The essence of the meaning of modern education lies in the formation of a graduate who is able to independently make choices, make responsible decisions, constantly update and improve the level of their knowledge. This presupposes the formation and development of students' independence as a significant personal quality. Therefore, one of the most important tasks of the modern education system is the development of students' ability to carry out independent learning activities.

A review of scientific and pedagogical publications indicates that "independence" is studied either as a category of psychology or as a didactic category and is considered as an integrative property of a personality in its various manifestations and functions: in some cases, "independence" acts as a way of individual fulfillment of a task, in others - as a result of mastering the techniques of mental activity, in the third - as a condition of creative activity, as the ability for cognitive search, in the fourth - as an indicator of a certain level of development of will, character, etc.

### Materials and Methods

Independence - the ability to make independent judgments, actions, decisiveness, and initiative. This is the ability not to succumb to the influence of various factors, to act on the basis of their views and motives. According to scientists, "educational independence" is a personality trait that includes a number of formed actions (educational skills). Such learning skills in the aggregate represent the content of the educational independence of students - their ability to expand knowledge, skills on their own initiative, that is, the ability to teach themselves without the help of a teacher. In this article were used methods of projects, using office suites, the study of literature, questioning, monitoring, the study of pedagogical experience, summarizing work experience.

### Results and Discussion

Independent activity contributes not only to the development of students' cognitive abilities, but also the ability for self-organization, self-control. Independent learning activity is a process aimed at achieving a result, which is learning independence.

It is worth emphasizing that the main goal of students' independent activity in foreign language lessons is to teach them how to think, analyze, generalize and assimilate educational material in a foreign language without the help of a teacher.

There are many types of independent activities, of which the most common and often used is independent work. The effectiveness of students' performance of independent work in the process of teaching a foreign language directly depends on the conditions that ensure its planning, organization, implementation and control. The organization of independent work means the actions of both the teacher and the students, aimed at creating the pedagogical conditions necessary for the timely and successful completion of the assignment. When organizing independent work on the part of the teacher, it is very important to timely and correctly formulate goals and objectives.

Independent work is presented as purposeful, internally motivated, structured by the object itself in the totality of actions performed and corrected by it according to the process and result of the activity. Its implementation requires a sufficiently high level of self-awareness, reflectivity, self-discipline, and personal responsibility.

Independent work is such work that is performed without the direct participation of the teacher, but on his instructions, at a specially provided time for this, while the student consciously strives to achieve the set goals, using their efforts and expressing in one form or another the result of mental or physical (or both together) actions.

It should be noted that independent work should not be an end in itself, it can act as an effective means of teaching, a means of forming the students' activity. In the methodology of teaching a foreign language, various types of independent work are used, with the help of which students independently acquire knowledge, abilities and skills.

The main types of independent work can be divided into several main groups:

- mastering new material;
- consolidation and refinement of knowledge;
- developing the ability to apply knowledge in solving educational and practical problems;
- the formation of skills and abilities of a practical nature;
- the formation of a creative character, the ability to apply knowledge in a complicated situation.

Each of the listed groups can include several types of independent work, since the solution of the same didactic task can be carried out in different ways. These groups are closely related to each other. This connection is due to the fact that the same types of work can be used to solve various didactic problems.

Independent work in foreign language lessons can be used not only for mastering new material, but also for repeating, consolidating and checking the quality of already acquired knowledge and skills, doing homework.

The classification of independent work is carried out from different points of view: the degree of independence of students in the performance of work, the manifestation of creative activity, the place of work in the learning process (at what stage it is carried out) is considered, the form of conduct and the formulation of answers (orally or in writing) is also considered.

In the process of independent activity, the student must learn to identify cognitive tasks, choose ways to solve them, perform control operations for the correctness of the solution to the task, improve the skills of implementing theoretical knowledge. Formation of skills and abilities of student's

independent work can proceed both on a conscious and intuitive basis. The student's independent work under the guidance of the teacher takes the form of business interaction: the student receives direct instructions, the teacher's recommendations on the organization of independent activity, and the teacher performs the function of management through accounting, control and correction of erroneous actions.

Assignments for independent work should correspond to the goals of various levels and reflect the content of the proposed discipline. The study of the discipline, firstly, should begin with recommendations for self-study of the course. In parallel with the study of the educational material, the student gets acquainted with the basic terms and concepts that he needs to know when studying this section. After that, the student must complete the practical tasks provided for in the course program, as well as, with the help of tests, independently control their knowledge of the topics (sections).

The effectiveness of independent work is determined by the use of various types of its control, such as:

- input control of knowledge, skills and abilities of trainees;
- current control of the level of assimilation of the material, which is carried out during the course of studying the discipline;
- intermediate, midterm control at the end of the study of the thematic section of the discipline;
- self-control carried out by trainees during the course, as well as in preparation for the final work;
- final control, presented in the form of a test or an exam in the discipline;
- control of residual knowledge, skills and abilities, carried out after a certain time after the completion of the course.

In the study of foreign languages, the formation of self-control skills is of great importance, the functions of which are aimed at solving a number of professional, creative, cognitive, developmental, educational, motivational tasks. Self-control is closely related to self-esteem, the level of development of critical thinking.

Among the possible forms of self-control in teaching a foreign language, O.G. Polyakov identifies descriptive, rating and monitoring techniques, questionnaires (or questionnaires) and surveys.

Self-control of a descriptive nature can be carried out by the student keeping an educational diary in which he writes down what was done in the lesson, what was studied, what were the problems. Self-control of a rating nature can be carried out using scales with descriptors for assessing a particular communication skill, graphs for assessment, definitions characterizing the student's attitude to learning, the language being studied or other cultures, to their carriers. Among the methods of self-control of a monitoring nature, the most common is self-editing of one's own works, reacting to the signals of a special code left in the fields after being checked by the teacher, indicating certain errors; as well as each other's works. Questionnaires, as a technique of self-control, can be aimed at identifying student-specific problems; what causes more difficulties in learning a language and what is easy, how long it takes to study. Students learn about each other's learning preferences and concerns and then present their findings using a variety of visual aids. This technique can include observation, interviews, questionnaires.

Now in the practice of teaching a foreign language, modern personality-oriented technologies are successfully used, which ensure the formation of linguistic and professional competence, readiness for self-education:

- Problem-search technologies, involving the creation of such speech situations that require the

student to solve problem-search problems in order to actively master the studied language.

- Game technologies that organize the educational process in the form of role-playing situations.
- Business game is a way to develop autonomy when teaching professional communication in a foreign language.
- Another most widely used type of effective independent work is the so-called case analysis (case method).
- Project technology based on the individual or collective performance by students of project assignments of various types related to the functional use of the target language.
- Technology "Debates" ("round table").
- Portfolio method.
- Technology of communicative learning.
- Technology of learning in collaboration.
- Diary method.

### Conclusion

Thus, independent work on mastering a foreign language can be defined as a type of educational activity of students, which implies the process of independent acquisition of knowledge, the formation of foreign language skills and abilities, and which is controlled either by the teacher indirectly and latently through teaching materials, instructions, memos, algorithms, supports and etc., or by the student himself (through defining the goal of the work, isolating the most effective strategies for achieving the goal, through reflection operations and self-assessment activities.

Educational independence should be understood as a personality trait that is formed in the process of a person's life and manifests itself in his ability to self-organization, self-realization, self-expression, and self-improvement. There are many different types of independent work, but only a combination of all types of tasks is the optimal organization of independent activity, contributes to the best assimilation of the material and forms students' independence in the learning process.

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