CY-ICER 2014

Organization Of Independent Work Of Students On Credit Technology

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Abstract

In educational process the wide usage of computers and informational technologies led to interactive formation of education. Interactive form of education is formed with the integrated use of not only the computer but also electronic media television. In an interactive way of learning using of multimedia technologies is very expensive, but they provide visibility. Information computer technology learning programme expands analysis of teaching process that is reasonable using general principles in targeted training consisting theoretical basis. Classroom self-study of the student is determined by the training plan and by the programme of learning discipline, regularized by educational timetable and held by heading the lectures, seminars laboratory work of colloquiums. Taking part in IWS: self-work of the students, masters, and doctorants without teachers and under the teacher’s headings (IWS). Main extracurricular types of individual work: looking through lectures, summarizing, assimilation-abstracts, opposition abstracts, preparing doclades, writing annotations for a book and articles, creating glossaries, assimilation researching tasks, deep analysis scientific-methodological literature, holding experimentation, preparing for colloquiums, practical and seminar lessons, scientific or bad review, project methods, telecommunicational projects, training programmes (individual thematical educational plans), assimilation of creative diploma course work.

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Keywords: individual work, self-study, simulation, personality, cognitive process, field work;

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Peer-review under responsibility of the Organizing Committee of CY-ICER 2014.

doi:10.1016/j.sbspro.2014.07.403
1. Introduction

Bologna Process and Lisbon convention – are the proof of the international cooperation. As a result of 46 countries accession to Bologna Process the European community of the higher education was created. Our state the first of CIS countries ratified the Lisbon convention in 1997.

Today Kazakhstan takes an active part in Bologna Process. According to it, the student, wishing to continue the training has an opportunity to realize the training in higher educational institutions of the countries entering Bologna Process. The student can not only study, but also if necessary, get certain points - "credits" in the European higher educational institutions, which are the general part. The uniform monitoring system of training promotes the receiving of a good education.

Process of RK integration in the world of educational models community began in 2003 with the introduction in higher educational institutions of the country the credit technology training. It is not only world and domestic experience of educational influence, but also is an independent process. Before process of accession of Kazakhstan to Lisbon convention "About acquaintance with the works of known scientists in the field of higher education in the European space" and to Bologna declaration "About the Higher Education in the European Space" and the law on their ratification allowed Kazakhstan to introduce with the credit system of training. Introduction of credit system of training and improvement of training system, including experience of the advanced countries of the world and acquaintance with the works of the known scientists in the field of higher education in the European space, Bologna declaration and Lisbon convention demand thorough studying.

Basic

Experiment of the credit system-training introduction in higher educational institution showed the necessity of independent work of student’s activation in the educational process. At the reduction of classroom hours the main loading at knowledge acquisition is assigned to the independent work of students and independent assimilation of the material, which forms the self-organization and self-education abilities. It is known that during the classroom work the teacher is more active, and students carry out more or less passive role while the most advanced stage of activity appears at the organization of the students’ independent work. But not any "independent work" is independent in fact. That can bring success only which is prepared by the teacher very well. Therefore it is important to consider the question of how to prepare students for the independent activity and how to organize their independent work so that they have also interest to work, and satisfaction from the result. It is known that independent work of students promotes more effective mastering of material, stimulates informative and professional interests, develops creative and an initiative activity, promotes the growth of the doctrine motivation.

Independent work is the type of educational activity carried out by the student without direct contact with the teacher or operated by the teacher through targeted training materials; the integral obligatory link of process of the training, providing first of all individual work of the students according to the installation of the teacher or the textbook, the training program. In the course of training wide using of computer and information technologies led to the formation of interactive form of education. Interactive form of education is formed at a complex use not only the computer, but also electronic media and television. At interactive form of education use of multimedia technologies is very expensive, but they provide by the presentation. By N.V.Yashchenko’s observation, the importance of ability to organize independent activity most brightly is defined in the course of oral and written foreign-language speech practice where the constant independent analysis of the language facts [1] is required.

The Independent Work of Students (IWS) is subdivided on class and out-of-class. Different types of control, creative and practical tasks during a seminar or practical training, make class independent work. Out-of-class independent work traditionally includes such forms, as performance of written homework, preparation for the analysis of earlier heard lecture material on practical classes, report preparation, implementation of the paper, a term paper, etc. It is organized during the whole period of studying of the subject matter and has no rigidly regulating norms. One can allocate five levels of independent work.

- The first level – literal and reformatory reproduction of information.
- The second level – independent work on a sample.
- The third level – reconstructive and independent works.
- The fourth level – heuristic independent works.
- The fifth level – creative (research) independent works [2].

The main components of independent work are its contents, object of training (educational and scientific activity of the students) and training activity of the teacher.
While developing a technique of independent work training it is necessary to rely on the specific features of the given subject. In turn, a specific feature of mastering a foreign language is its duality (on the one hand – studying of linguistic structure, on the other – speech development), there is a question of searching optimum methods of training taking into account psychological factors of development of the speech and conscious mastering of the linguistic structures [3]. There is a problem before teachers – to organize an educational activity of the student so that to provide the greatest motivation of the doctrine. As the language is a communication medium, dialog, and speech is a way of this communication [4], mastering by means is possible only at a creation of educational situations communicative problem conditions. That means it is necessary to separate accurately classes where the student uses means for the solution of the communicative tasks, and classes where he masters the using of these means in the training system. [5,328-335].

Programs of an informational – computer training expand the analysis of educational process, i.e. it is acceptable using of the general principles at purposeful training of the theoretical bases components.

The first principle - division of the interconnected materials on mini – blocks (steps). The careful analysis of the program of the author's training material demands a specification of the maintenance of parts and text fragments. For example: the subject "Modern Kazakh Literature" is divided into the following modules:

The I module – 1917 – 1941yy. Kazakh literature of Kazakh revolution times
The II module - 1941 – 1945yy. Kazakh literature during the Great Patriotic War
The III module – 1945 – 1956yy. Kazakh literature after the Great Patriotic War
The IV module – 1956 – 1980yy. Kazakh literature of the updating period times.
The V module – 1980 – 2000yy. Modern Kazakh literature

The second principle – activization of the students when training in reading special texts as separate blocks according to the contents of the text is directed on the formation of the analysis skills. For example, if the composition on the subject "My name is Kozha" by B. Sokpakbayev is set, the movie must be looked through, reading of the work must be set as a homework, thus it is necessary to compare the movie and work. It is necessary to show the episodes which aren't present in work, in the composition, but take place at cinema and vice versa. What changes were made by the director? Find similarity and distinction between the writer and the director. What changes would be made by you to work? Why? How would you finish the work? The student is given the similar tasks.

The third principle – it is necessary to estimate each answer of the student, i.e. quickly estimate the answer of the student, at the correct answer to allow an accession to the following stage. I apply samples of opened and closed texts during my classes. For example: according to the contents of the story "Izgnavshy bandu Khamit"by S.Seifullin the following questions were prepared:

1. In what year and in what time does the event take place? (Autumn 1921y);
2. In what time does Khamit get up? (at 8 o'clock in the morning);
3. What fellow countryman did he meet in Omsk circus? (Kazhymukhan);
4. What is Seysenbayev? (Secretary of district committee);
5. How old is Khamit? (25 - 26 years).

The fourth principle – there are a lot of types of independent work in higher educational institutions: preparation for lectures; preparation for the seminar, for laboratory works, for offsets, to examination, to implementation of papers and term papers, and also implementation of degree projects.

The fifth principle – checking of an empirical trust of this text, the head obliges the author to order the difficulty degree for each student proceeding from his opportunity. Therefore, an involvement of the student to the scientific work.

The teacher uses various techniques of training at teaching, relying on a computer literacy of the students. First, it is carried out for an improvement of subjects training quality, secondly, for an increase of computer literacy and computer culture of the students. At introduction in information and computer technologies training process without fail it is necessary to consider the psychological and pedagogical opportunities of students. These positions with taking into account of complex problems of training and education, professionally enrich the student, create opportunities for implementation of ideas about general educational duties and subject, promote an application by the students of various variable methods when conducting the classes. The further development of the informatization educational system of RK isn't realized without the preparation of the program materials, which are the information resources at training. Role and volume of these materials is wide and the following types should be carried to them: the automated and expert systems, electronic textbooks and multimedia programs.
In pedagogical literature types of individual work can be taken from different sources and classified as follows:

1. **by type of organization:** collective, group, individual work;
2. **target setting sessions:** theoretical and practical;
3. **logical setting training:** assessment of the facts and the difference of the definition, specification of similarities and differences between phenomena, rectification and collection of independently learned the concepts of educational material, a distinction some typical phenomena, clarification of the relationship between the facts;
4. **the nature of the action:** reproductive (repetition), reconstructive-variative, semi scientific and research (creative) self-study;
5. **the cognitive process:** to understand and learning new material self-study based on knowledge; consolidation; systematization of knowledge and knowledge, and the repetition of the kinds of self-monitoring skills and knowledge;
6. at the place and time of the IWS organized by a teacher, guidance from the teacher and the verification of the results can be divided the following types: individual work during the main classroom lesson (lecture, laboratory work) scheduled consultations, creative work, individual work of students under the guidance of a teacher in the form of tests and exams, students' individual work as a homework assignment for the development of educational and creative performance;
7. **self-study student (individual) level:** individual work by imitation or simulation, self-study training, creative self-study, self-study research;
8. **the level of control by the teacher:** working with benefits, with textbooks and reference books, solving problems, performing exercises, presentation and characterization, monitoring, and other types of work;
9. the organization of the educational process in higher education a mandatory individual work (during the training sessions and in preparation for the occupation) and additional individual work (outside the classroom and with the self-interest of the student);
10. **types of classroom self-student work:** the actual manual maintenance summaries, evidence (e.g., theorems), the implementation of a logic card-lecture circuit, the answers to the teacher survey, part discussion, responding to problematic issues.

Lecture- individual work of the student is determined by the curriculum and the program object being studied, ordered training schedule is performed under the direct supervision of a teacher during lectures, seminars, laboratory work colloquia.

**Conclusion**

The graduate of a higher educational institution is the distributor of education, practical skills and personal characteristics of which allow him to conform to the requirements of time and to do the career growth. For the realization of the requirements it is necessary to choose correctly future specialty, high-quality preparation for work in the specialty and active participation in training process is necessary. The qualified experts of different professions always will be in demand. Participation of the teacher in IWS: independent work of students, undergraduates, doctoral candidates without teacher and under his management (IWS, IWST, IWP, IWPT; IWD, IWDT); Obligatory out-of-class types of independent work: viewing of a lecture material, making an abstract, implementation of papers, opposing of papers, report preparation, writing of summaries to books and articles, glossary creation, performance of search and research tasks, the deep analysis of scientific and methodical literature, carrying out experience, preparation for a colloquium, to practical and to seminar classes, the scientific or problem review, design methods, telecommunication projects, training programs (individual / thematic curricula), performance of creative, degree, term papers. While performing a creative work an existence of free time at students has a huge impact. Therefore, at the distribution of independent work it is necessary to pay attention to the most important aspects of tasks, not to set a large volume of work, to set the most necessary that will give an additional concepts to the student. Independent work of the student shouldn't suppress interest of the student; it has to speed up his work and by the form of works has to be directed on his specialty.

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