enrichment, activation. It should be noted that when developing the conditions for the formation of students' communicative self-efficacy we relied on: a personal-activity approach and a competence-based approach in education.

The result of the formation of students' communicative self-efficacy will be the achievement of a certain level (situationally productive or stable-productive), characterized by various manifestations of this meta-quality.

Thus, in the process of the theoretical analysis, we have worked out a conceptual and terminological apparatus, developed an evaluation and diagnostic toolkit, and designed organizational and pedagogical conditions for the formation of communicative self-efficacy. All this makes it possible to organize purposeful practical work on the formation of the communicative self-efficacy of future specialists at the stage of study at the university.

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Autonomous work of students: ways and means of its organization

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Abstract

The article discusses the issues of organizing students' autonomous work as one of the fundamental components of the process of obtaining professional education. Autonomy is understood as the ability and readiness of a student to independently control their own activities. Autonomy is a broad concept that combines responsibility, independence, broad outlook and critical thinking, as well as self-sufficiency. It applies to both teachers and students. The article describes the levels of autonomy, conditions, ways and means of its development. Specific groups of tasks are proposed, developed depending on the level of development of students' autonomy, as well as the stages that a student must go through to develop their autonomy.

Keywords: autonomy, autonomous work, student, teacher, independent work, methodology.

Аннотация

В статье рассматриваются вопросы организации автономной работы студентов как одной из основополагающих составляющих процесса получения профессионального образования. Автономность понимается как способность и готовность обучающегося самостоятельно контролировать собственную деятельность. Автономия – это широкое понятие, объединяющее в себе как ответственность, независимость, развитое мировоззрение

и критическое мышление, так и самодостаточность. Распространяется она, и на преподавателей, и на студентов. В статье описаны уровни автономии, условия, пути и способы ее развития. Предложены конкретные группы заданий, разработанные в зависимости от уровня развития автономии студентов, а также этапы, которые должен пройти студент для развития своей автономии.

Ключевые слова: автономия, автономная работа, студент, преподаватель, самостоятельная работа, методология.

Modern societies have changed significantly. Together with them, the requirements for the quality of vocational education have changed. Today a professional should not only possess a set of knowledge, skills and abilities, but also be able to respond to changes in society, use modern methods, have autonomy, as the ability to seek new relevant information, master new means and methods. According to T.Yu. Tambovkina, "currently a foreign language teacher is in a difficult situation, because in recent years there have been many changes in the methodology of teaching foreign languages" [1, p. 97].

Initially, the concept of "autonomy" appeared in foreign pedagogical and psychological literature. The following foreign scientists devoted their works to this issue: H. Holec, D. Little, A. Wenden, F. Fitzpatrick. In their work, they mainly focused on developing student autonomy. A. Littlejohn proposed to consider this issue from the point of view of teacher autonomy. In the last decade, this issue has been discussed by Russian researchers, for example, E. N. Solovova, I. A. Zimnyaya, M.A. Ariyan and others.

The concept of autonomy is much broader than self-sufficiency, because along with independent activity, methodological skills are also developed. That is, the ability and willingness to implement the choice of tools and service methods, taking into account the specific requirements of the service.

In addition to self-sufficiency, autonomy includes such personal qualities as responsibility, independence, as well as the presence of a sufficiently developed worldview and critical thinking. That is, autonomy is a more systematic sign than self-sufficiency. This property is analyzed in terms of accessibility and system paths [2, 3].

Developing autonomy and raising its level is an important goal of modern education. It should be noted that this quality needs to be developed early, starting from the university, where future teachers can timely learn the ability to adapt to pedagogical innovations and quickly respond to the current processes of socio-economic development of society in connection with the constantly changing requirements of textbooks and educational programs.

Autonomy, according to T.Yu. Tambovkina, consists of four levels: 1. basic (technological) – mastering the methods and strategies of activity; 2. official – ability and motivation to manage performance, critical analysis and self-correction; 3. personal – ability to take responsibility for their actions; 4. social – according to this, a person can manage his activities together with the activities of the society to which he belongs [1, p. 98-100].

The level of autonomy is now considered a mandatory performance criterion. In the educational activities of M.A. Ariyan calls it a grade level [4]. A higher level of autonomy ensures high productivity. In addition, a student cannot be called a good professional if he or she does not have a sufficient level of personal and professional autonomy for the teacher, and if his or her social autonomy is not sufficiently developed, that is, he or she is not responsible for the student's activities.

From this point of view, the average teacher refutes the idea that it is enough to follow the recommendations of the methodologists, that is, not everyone needs a high level of autonomy. A. Littlejohn, in order to refute this point of view, identified several types of teachers depending on their position, but their activities should also depend on the level of development of autonomy [5].

The first is the "teacher-operator". According to A. Littlejohn, these teachers "know little or nothing, and although they are given special instructions, they do not know how to use them". Unfortunately, this method of teaching teachers is probably the most common method. He noted

that this approach is associated not only with the special design of the course (often abbreviated), but also with the special methodological support of the educational process, that is, the future teacher is provided with a specially developed teaching guide ("survival instructions"). This leads to the fact that teachers misunderstand the meaning of their actions, but also cannot change anything in their work in order to improve their academic performance (often the teacher cannot analyze this effectiveness).

Another type of teacher is the "teacher-technician". According to A. Littlejohn, his difference from the "operator-teacher" is mainly characterized by a better understanding of the principles of teaching "technicians", but their concepts are not flexible, often these principles are axioms in the minds of "technicians", which, in turn, do not change under no circumstances. The level of autonomy here, as in the previous case, is small.

The third type is the teacher as a "team representative". According to A. Littlejohn, this type of teacher is the most developed in comparison with the first two, because he understands many issues related to teaching, and also understands well the principles of teaching. But its main drawback is that it is strictly adapted for representatives of one of their favorite schools and depends on the opinion of respected people. The level of autonomy of such a teacher is also low.

The fourth type of teacher is decision makers. A. Littlejohn describes it as the most important species in modern conditions. According to him, this time, when preparing teachers, much attention is paid to what happens in the classroom and why. This approach shifts the focus from training a "knowledge consumer" to training a "knowledge producer". In addition, all ready-made knowledge is criticized, each rule is considered suspicious and compared with the student's own experience. However, on the advice of A. Littlejohn, authoritative people do not recommend giving up opinions and ready-made knowledge, since at every stage of practical activity it is impossible and unnecessary to "reinvent the wheel" [5].

The approach to preparing decision-making teachers draws attention to the changing nature of teaching practice. It ensures the highest level of autonomy development and at the same time ensures the development of this level.

The development of autonomy is closely related to the development of self-employment. According to M.A. Ariyan, autonomous learning presupposes a consistent focus on the independence of educational work, which, in turn, determines the educational tasks and goals of students, the choice of topics, planning, influencing the duration of the material, the choice of activities related to the material, additional information, characterized by the ability to find or request it, to express their attitude to the service.

According to M.A. Ariyan, not only students, but also teachers must be ready for autonomous work. According to him, the teacher should know what level of autonomy he can achieve, given his attitude, experience and skills. In addition, a teacher who understands what level of autonomy the learner understands should understand that he or she can transfer that level of autonomy to them. Efforts by teachers to provide command and control autonomy are often unsuccessful due to inadequate methods and orientation. A teacher who ensures the development of autonomy must be an assistant, a consultant, he has no right to impose his decisions.

The psychological readiness of students for independent activity is a difficult issue. The fact that the majority of students are not ready for autonomous learning is not explained by ignorance of the methods of activity, they have difficulties in realizing their true orientation and needs, they cannot formulate the goal of the activity and cannot plan it. Here it is necessary to help schoolchildren and students feel the direction of their activities, show the prospects for activities and its diversity through specially asked questions and tasks.

Autonomous activity should not be individual, since it involves active cooperation, exchange of opinions, information, and so on. In this case, in connection with working in small groups or working together, everyone can fulfill their potential depending on their strengths and get help depending on their weaknesses. In addition, group work develops the ability to take responsibility for one's own actions and, in part, for the actions of the group, which, in turn,

increases the level of autonomy. According to joint pedagogy, everyone has the right to make mistakes and for a while to feel and correct them [6].

The rational organization of independent work in teaching the course "Methods and theory of teaching foreign languages" is additionally connected with the issue of autonomy in the framework of methodological training (writing coursework, special courses, teaching practice). Well-organized student-teacher independent work (STIW), aimed at the formation of all aspects of the methodological culture (knowledge, skills, abilities and reasoning) and all levels of methodological competence, should cover all levels of autonomy, starting with the main one - the student learns working methods based on his knowledge - to realize the importance of his work and the desire to do it effectively. Tasks, depending on the level of development, can be divided into several groups:

1. Tasks that develop psychological readiness for work (constitutes the main level of autonomy):
 - a) aimed at developing professional reflection and introspection – tasks allow to feel and understand the difficulties that arise in this task, and develop a willingness to solve them;
 - b) aims to develop professional and communication skills – teaches future teachers to communicate with different audiences, develops a sense of confidence in different situations of professional activity;
 - c) aims to develop research and analytical skills – increases psychological self-confidence by getting acquainted with the practical experience of leading teachers and reading additional theoretical material.
2. Tasks associated with the choice of service methods (functional and technological levels of autonomy):
 - a) analysis of textbooks and programs, their relationship with the age of students, learning goals, etc.;
 - b) analysis of speech situations, exercises and readings, as well as changes in their structure, if necessary;
 - c) search for an answer to the problem, preparation of a methodological report;
 - d) selection of settings, tasks, instructions for conducting and planning fragments of lessons.
3. Tasks aimed at cooperation (forms social and personal levels of autonomy):
 - a) problem solving, organization of interaction and self-control in small groups;
 - b) development and defense of projects on methodological topics;
 - c) participation in discussions, round tables, business games;
 - d) exchange of methodological conclusions, experience, etc. to complete the "methodological collection".

In recent years in the system of general vocational education, special attention has been paid to a number of methodological studies and scientific works, in particular, on the organization of autonomous, independent activity of students and teaching a foreign language. At the same time it is necessary to focus on the priority of the development of the linguistic personality and the ability to independently master the language and culture, independence in the use of foreign languages, the development of creative abilities in solving various problems by means of language learning requires the most active attention to the content and methods of students' independent work.

To implement them you need: development of new methodological approaches and technologies that allow students to form reading skills in the shortest possible time and most effectively; revision of the content of training on the topic of its actualization and dissemination of material intended for independent study and assimilation under the guidance of a teacher; development and implementation of various forms of independent work, designed for the conditions of classroom and extracurricular activities of students; improvement and development of technologies for the optimal use of various teaching aids.

Thus when performing any type of autonomous work, the student must go through the following stages: determine the purpose of independent work; to concretize the cognitive (problematic or practical) task; to conduct an assessment to prepare for independent work on solving this or a selected problem; choose an adequate method of action leading to the solution of the problem (the choice of tools for its solution); plan independent work on the assignment (independently or with the help of a teacher); implement an independent work program; to implement management acts in the process of independent work: control over the progress of independent work, self-control of intermediate and final results of work, correction based on the results of self-control in work execution programs, elimination of errors and their causes.

The independent work of students, like the teacher, is very closely related to the lessons in the classroom, since this connection prepares students for performing language tasks in the classroom at a very high level. In general, the independent work of students with a teacher, both in extracurricular activities and in the classroom, is aimed at solving a common goal related to teaching students to solve problems aimed at teaching communication skills.

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