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PROBLEMS OF ORGANIZATION OF INDEPENDENT WORK OF FULL-TIME STUDENTS IN THE CONTEXT OF DISTANCE EDUCATION

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The article deals with the problems of organizing independent work of full-time students during the period of distance learning. The analysis of available Internet resources and educational platforms is carried out, their effectiveness is assessed, the success of integrating elements of distance work into a new learning environment is considered.

Keywords: distance education; independent work; conference; educational platform; Internet resources.

In 2020, the whole world was faced with a pandemic of a viral infection, and all educational institutions, including universities, were forced to switch to distance learning. This form of education has been implemented in our university for a long time and is not new, however, full-time students have not previously encountered such a format for conducting classes. In this regard, the problem of organizing the independent work of full-time students in the context of distance education is more urgent than ever.

The state educational standards of the latest generations provide for a reduction in the share of classroom activities in the total amount of time and an increase in the budget of time allocated for independent work. In the case of distance learning, this trend manifests itself even more noticeably,

therefore, effective distance education is impossible without the trainees having the skills of independent work and a readiness for self-education. The purpose of our research is to identify the most effective forms of teaching full-time students in the context of distance education. To achieve this goal, several tasks were set: to analyze the previous experience of using distance learning technologies, to study new forms and methods of successful teacher-student interaction and to integrate the existing skills of distance work elements into a new learning environment.

The main educational platform of VSUET is LMS Moodle. This educational system was previously used for the implementation of some independent tasks by full-time students and supervision by the teacher. In the context of distance learning, the educational process completely shifted to the LMS base, where the material on the "Foreign language" discipline was provided in the format of lectures with interactive tasks, audio and video files on vocabulary, grammar and situational communication. Control of the assimilation of knowledge and the formation of skills is carried out using the elements "Essay" (individual task) and "Test".

This LMS has already established itself as a fairly effective educational platform, but, given the specifics of the subject, there are very few opportunities for live communication in a group or for "student-teacher" communication.

To solve this problem, it was decided to use Internet messengers, such as Skype, Zoom, TrueConf, What's app and social networks. We have identified several instant messengers, which, in our opinion, turned out to be the most effective in solving the problem of live communication. Speaking of group communication, this is Zoom. This conference format is the most convenient for both the teacher and the students. Its main advantages are ease of use, the ability to participate in conferences from any device, and a large selection of collaboration tools. An important factor in favor of Zoom is the ability to share the screen, which is an extremely necessary element both for explaining a new topic and for practical exercises.

Speaking of individual student-teacher communication, the What's app turned out to be the most effective messenger. With its help, students can quickly get clarifications from the teacher on the topic studied, contact the teacher via video communication, and present their oral answers. In addition, What's app is convenient in that you do not need to plan the date and time of the conference in advance, connect additional devices, because only a smartphone is required for communication. The use of such smart technologies motivates students to complete tasks more timely and conscientiously.

In the course of full-time training of foreign languages, we used additional educational Internet resources for independent work of students. In the context of distance education, these resources have been successfully integrated into the learning process.

First of all, it is the educational platform TedTalks, which has already been the object of our research. TedTalk (Technology Entertainment Design) is a private non-profit foundation in the United States known for its annual conferences. Their mission is to spread unique ideas, selected lectures are available on the conference website.

The topics of the lectures are diverse: science, art, design, politics, culture, business, global problems, technology and entertainment. The teacher can select materials in several categories: topic of presentation, length of presentation, scientific field, information content, popularity among site visitors, etc. Each TED performance is called TEDTalk. All performances are in English, but with interactive subtitles. The site also contains thematic video selections, such as "20 best performances in education". Based on several videos, methodological guidelines were developed that are suitable for both classroom and independent work of students, in particular, for educational modules 5 (The role of a foreign language), 6 (Global problems), and 8 (Employment).

Methodical guide-line includes tasks of pre-demonstration, demonstration and post-demonstration stages. At the first stage, before viewing the video, students are asked to answer questions and express their attitude on a given problem. During the second stage, while viewing the performance, students must complete several tasks such as "Fill in the blank", "Write out the 10 most difficult / interesting words". Students can watch the video twice, if necessary. At the last, post-demonstration stage, students answer questions about the content of the video, express their agreement / disagreement with the ideas proposed by the speaker.

During such classes, both listening and speaking skills are formed, which is an advantage of working with authentic video materials. In addition, working with modern and popular all over the world videos significantly increases the motivation of students, practically immersing them in a foreign language environment, forms phonetic pronunciation skills and provides opportunities for independent study of the material and self-education, especially in a distance learning format.

In our opinion, the Twominenglish.com Internet channel, which was also the object of our previous research, turned out to be the most effective for studying and consolidating vocabulary. The indisputable advantage of this site is the use of videos for mastering vocabulary, with their help, the

effectiveness of learning increases, and it simplifies the perception and memorization of the material.

The videos cover all topics studied in the taught foreign language course, for example, Career choices, Searching for a job, Your family, Global warming, Talking about colleges in English and others. After watching the video (these are several short dialogues in content), the students are asked to repeat some of the sentences they have just heard. For the convenience of perceiving information, there is a full text under each video. This site was used by us when working with 1st and 2nd year students on the topics of Module 1 (My Family) and Module 9 (Employment). In the context of distance learning, the Twominenglish.com Internet channel turned out to be the most effective in comparison with other similar Internet resources.

When teaching a foreign language, reading is considered as an independent type of speech activity and takes a leading place in its importance and accessibility. Reading instills the skills of independent work, serves as the basis for writing, speaking and listening, broadens the horizons.

At the present stage of the development of education, students of technical universities pass many tests, including in the system of Internet simulators, they take Internet exams in order to control the level of training of foreign languages. Much attention is paid to the formation of reading skills.

Considering the relatively small number of hours devoted to classroom studies in foreign language, it is required to intensify the development of reading skills in extracurricular time. The main role in the independent work of students is currently played by Internet resources, as the most accessible and informative. The problem is that the overwhelming majority of such resources are aimed at developing productive types of speech activity (listening, speaking, writing).

At present, the American site readtheory.org is very popular all over the world. It was used by us as a means of enhancing the teaching of reading, as it has a number of advantages: it includes tasks for all types of reading; contains short, authentic texts; easy to use; saves users' results and reflects their progress.

This site is easy to use. The teacher registers as Teacher and creates his own group. There can be as many groups as you like. Students register as Student and the teacher adds them to a specific group. At any time, the teacher can go to the site and check which students visited the site, how many assignments they completed, how many mistakes they made, what

progress they achieved. Everything is clearly shown in graphs and diagrams.

For students, working with this resource also has certain advantages: texts are selected for the level of each student (during registration, the system conducts testing to determine the level of language knowledge and the formation of reading skills); the content of the texts is quite interesting, the topics are completely different: food, sports, information technology, famous people, cosmetics, etc.; you can visit the site at any convenient time. We used the site to activate reading as an element of independent work of students on the topics of modules 2 (Education), 3 (Famous scientists), 6 (Global problems) and 8 (Employment). The most important advantage, in our opinion, is that in case of an error, a very detailed, detailed, understandable explanation is given why the answer is incorrect. When a student makes steady progress, the system takes him to the next level.

Convenience and ease of use, fascinating, short texts, covering almost all topics studied in the course of a foreign language, make this resource an invaluable tool for enhancing students 'learning to read, and the competitive aspect increases students' motivation to use this site, because the teacher sees the progress of students of one group in one diagram and, accordingly, can demonstrate to students their progress both individually and in comparison, with the whole group. In the context of distance learning, this resource is perfectly integrated into the system of independent work of students.

The variety and availability of the above Internet resources allows the teacher to organize the independent work of students in the most effective way, to select material based on the "strengths" and "weaknesses" of both the group of students and individually.

At the present stage of development of higher education, smart technologies are an integral part of the educational process, and in the context of distance learning - its basis. The more diverse, interesting and accessible are the materials offered by the teacher, the more the motivation of the students will increase and, accordingly, the level of learning efficiency will increase.

Based on the analysis carried out and taking into account previous studies, it can be concluded that all of the above educational resources and platforms are the most effective forms of independent work of full-time students in the conditions of distance education, organically complementing the main educational environment.

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