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**Kobylianskyi Oleksandr Volodymyrovych**

Dr. Sc. (Pedagogical), Vinnytsia National Technical University, Vinnytsia, Ukraine

e-mail : akobilanskiy@gmail.com.

**Dembitska Sofiia Vitaliivna**

Candidate of Sciences (Pedagogical), Vinnitsa National Technical University, Vinnitsia, Ukraine

e-mail: sofiyadem13@gmail.com.

## THE ORGANIZATION OF FOREIGN STUDENTS' INDEPENDENT STUDY IN THE PROCESS OF PROFESSIONAL TRAINING

*Бұл мақалада техникалық мамандықтардың жоғары оқу орындарында оқып жүрген шетелдік студенттердің өзіндік жұмысын ұйымдастырудың ерекшеліктері қарастырылады. Бұл үрдістің негізгі мәселелері анықталды және оларды шешу жолдары анықталды. Шетелдік студенттердің кәсіптік даярлау кезінде шетелдік студенттердің жеке және ұлттық ерекшеліктерін ескеретін жоғары оқу орындарында шетелдік студенттердің өзіндік жұмысын ұйымдастырудың педагогикалық шарттары келтірілген. Шетел азаматтарының оқу үрдісін ұйымдастырудың жаңа тәсілдерін табу контекстінде білім беру қызметінің басқа түрлерімен өз бетінше жұмыс істеудің негізгі айырмашылықтары талданады.*

***Түйін сөздер:** тәуелсіз жұмыс, шетел студенттері, жоғары оқу орны, кәсіптік оқыту, білім сапасы, білім беру және танымдық белсенділік.*

*В статье рассматриваются особенности организации самостоятельной работы студентов-иностранцев во время обучения в учреждениях высшего образования технической направленности. Определены основные проблемы данного процесса и намечены пути их решения. Приведенные педагогические условия организации самостоятельной работы студентов-иностранцев в учреждениях высшего образования, учитывающих индивидуальные и национальные особенности иностранных студентов во время профессиональной подготовки. Проанализированы основные отличия самостоятельной работы перед другими видами учебной деятельности и контексте поиска новых подходов к организации учебного процесса иностранных граждан.*

***Ключевые слова:** самостоятельная работа, студенты-иностранцы, учреждение высшего образования, профессиональная подготовка, качество образования, учебно-познавательная деятельность.*

*The article deals with the peculiarities of the organization of foreign students' independent study while studying in higher education institutions of technical direction. The main problems of this process are determined and the ways of their solution are outlined. The pedagogical conditions of the organization of foreign students' independent study in higher education institutions, which take into account the individual and national characteristics of foreign students during professional training, are given. The main differences of independent work with other types of educational activity in the context of finding new approaches to the organization of the educational process of foreign citizens are analyzed.*

***Keywords:** independent study, foreign students, institution of higher education, professional training, quality of education, educational and cognitive activity.*

Inclusion of Ukraine in world educational space needs essential changes in the system of the higher education and creates premises for mass inflow in institutions of the higher education of foreign students from the whole world. In addition, the majority of the Ukrainian institutions of the higher education consider an increased number of foreign students as one of the priority directions of educational activity. However, studying on a commercial framework, foreign students aim to gain qualitative knowledge and to continue education in the leading educational institutions of Europe. But choosing the European education, foreigners must consider that they will get on social, language and national environment, unusual to them, to which they should adapt for several months. That's why, the creation of pedagogical conditions for receiving

quality education by foreign students and their adaptation in national student's collective and the sociocultural environment of the new country has first-priority value for teaching collective.

Problems of training of foreign students in institutions of the higher education are covered in scientific works of O. Adamenko, N. Bulhakovoi, S. Varavy, V. Hrutsiak, T. Dementieva, O. Palky, M. Razoronovoi, O. Suryhin, I. Khrystynko, O. Shevchenkova, etc.

Yu. Fedotova marks, the system of professional training of foreign citizens in our country began to form in the 1960s the 20<sup>th</sup> century. The following, the second stage are 1970s-1980s years of the 20<sup>th</sup> century, when there was an organizational and methodical ensuring process of training of foreign students. At the third stage, after obtaining

independence by Ukraine, the system of professional training of foreigners continues to develop and to improve, but some questions of organizational, methodical, legal character and so need further researches [1].

Today two ways of training of foreign students have acquired the greatest use:

1) educational groups are created and the teaching of all disciplines is carried out foreign, as a rule, English.

2) foreign are attached to the corresponding groups of the Ukrainian students, and they study Ukrainian.

Each of the given ways has certain advantages and disadvantages.

In the first case, when foreigners study in a foreign language, a decline in the qualities of study, because professional disciplines aren't taught by experienced scientist with high qualification and young teachers who know a foreign language. Unfortunately, most of scientists know a foreign language at the limited level. And here the requirement of MES of Ukraine to teachers of an institution of the higher education to know a foreign language at the level, not a lower B2 is appropriate. Moreover students who study in a foreign language communicate only among themselves and have no opportunity to join in the Ukrainian social environment. It often leads to the conflicts and misunderstanding between the Ukrainian and foreign students.

In the second case, for a year of study on preparatory section it's hard for students to master Ukrainian and can understand all features of professional disciplines. Very often it leads to the fact that students formally attend all classes and at examination they receive a good mark for it, because the priority is provided to such students. At the same time, their professional training leaves much to be desired.

Partially these disadvantages are solved by improvement of the organization of study on preparatory section of institutions of the higher education. However, and there are specific features because for rather short time students have to acquire not only the considerable volume of theoretical knowledge of Ukrainian, but also create communicative skills and abilities, taking into account national peculiarities which will be necessary to them for stay in the socio-cultural environment of a certain residence.

The problems of training of foreign students in institution of the higher education of a technically focused of Ukraine are considered in O. Palka's

research. The model of training of foreign students offered by the author is based on the principles of multicultural approach, multichannel perception of information and optimization of educational activity [2].

In O. Bakalo's research psychology and pedagogical features of adaptation of students to study in institutions of technical education are defined. In particular, the author considers them:

1. Unity of classroom and cultural and entertaining out-of-class activity

2. Use of training technologies during study of foreign students for the purpose of communicative and personal adaptation

3. The organization of pedagogical escort of foreign students which provides implementation of diagnostic, educational and methodical, information, correctional and preventive activities

4. Selection of pedagogical strategy of forming adapted on a basis taking into account of specific and national peculiarities of foreign students [3].

Having analyzed numerous publications of rather professional training of foreign citizens, in particular O. Adamenko, N. Raznorova [4], N. Pomortsevoi [5], O. Rezvana [6], A. Shevchenko [7], we consider useful to the search of new approaches to the organization of educational process of foreign citizens, the development and implementation of author's techniques of study, the creation of such educational and methodical materials which allow to individualize educational techniques, methods and ways of study without decrease in efficiency. First of all, it concerns the organization of independent study of students.

However, it should be noted that in pedagogics of the higher school, despite of considerable volumes of independent study (to 2/3 from a total quantity of hours of the curriculum), there are no clear criterias of determination of volumes and types of educational tasks for independent work of students. The analysis of publications on this problem demonstrates that there are a lot of classifications and approaches concerning the organization, however the general is that independent work of the student is such form of the organization of study which provides implementation of individual and collective educational activity as during the classroom, and out-of-class occupations, taking into account specific features and cognitive opportunities of students under the leadership of the teacher or without his direct participation.

The main differences of independent work are that it:

- is carried out in free time;

– is characterized by lack of standards and individual approach (its forming maintenance of forms and methods is not regulated, and it is predetermined by requirements and the interests of students);

– creates conditions for self-development, social identification of the personality for implementation of own natural inclinations and capabilities [8].

Doing independent work, each student has to master a new material, the necessary information for the solution of certain tasks, search answers to a question. Thus, his identity and personal interests, activity, initiative and creative approach is manifested [9, p. 78]. However, for students foreigners this information is not just new, but also "stranger" in the sociocultural plan they have to not only solve an educational task, but also realize its national peculiarities.

The organization of independent work of foreign students of engineering specialties provides the forming of an implementation plan, the issuance of a task to each student for independent preparation, the presentation of the prepared papers, constant monitoring at all stages of work. Also the feature of independent study for foreigners is folding of a card file of technical terms which meet in the course of preparation of a task, selection of own electronic library on certain subjects.

Teachers should pay attention to the improvement of methodical ensuring discipline, especially in a part which is submitted for independent studying by foreigners. Methodically correct ordering of tasks and the organization of consultation, for the purpose of control of accomplishment of independent work is necessary. For more effective organization of this process we offer folding by students of the table of the common and excellent features of a certain phenomenon for Ukraine and own country of the student. It helps to realize differences in living environments better. In addition it is reasonable to organize discussion of results of such work in the mixed groups with the Ukrainian and foreign students. Such work allows to assess effectiveness of search and systematization of a new information from specialty in scientific sources, for the purpose of the reasoned statement of the point of view.

Consequently, the main task of foreigners' study in institutions of the higher education at the initial stage is building skills of work with a foreign text, book, the independent search of the required material, the creative relation to study.

The tasks for independent work of the foreign student have to be well-defined and provide specific results which are controlled and estimated by the teacher during the current and final appraisal of discipline. Of course, at the initial stage of study foreign students' independent work will have reproductive character as they need to master algorithms of accomplishment of practical actions and to develop certain skills for forming of professional language.

For the purpose of the effective organization of foreign students' independent work we consider feasible:

1) use of computer technologies for the organization of independent study. Their use is carried out as for the organization and rationalization of independent work, information search, presentation of results, as for increase productivity of the teacher;

2) the organization of work of students in small groups: method of the general preparation of theoretical and practical works. For each group of foreigners we fix the handler from the best students;

3) seminars and practical classes in the form of discussions, trainings and so on;

4) selection of the recommended educational, reference, methodical and scientific books, preparation of training and methodical materials, individual creative tasks for the organization of independent work taking into account foreign students' features of study;

5) development of the clear criteria controls and estimation of the student's work (including self-checking and self-assessment), implementation of computerized testing.

The analysis of own pedagogical experience in questions of training of foreign students in technical university gives the grounds to allocate the reasons which interfere with the effective organization and accomplishment of independent study. The first group of the reasons depends on the student's features and purposes: ready for work, hard work, will, activity, desire to study. Rather often we meet a situation when foreigners, having realized that they will receive good mark at examination anyway, they do not express any desire efforts to study. In that case correctional actions from dean's office which consist in conversations with students, establishment of systematic control of their attendance, study and so on are necessary. The second group of the reasons depends on the teacher as organizer of educational process, namely: an overload of students classroom occupations, lack of the thought-over control of independent work, neediness of methodical

instructions concerning implementation of independent work, unwillingness to pay special attention in training of foreigners and so on. In that case, these questions have to be submitted for consideration of department and faculty for the purpose of control of the student's educational activity and educational activity of the teacher.

The indicator of effective independent work of foreign students is, firstly, their success and secondly, their active participation in scientific activity (participation in student's scientific conferences, the publication of articles and theses, reports, activity in scientific organizations and so on).

Thus, to pedagogical conditions of the organization of foreign students'

independent work in institutions of the higher education we attribute:

1) the forming at students of skills of independent educational and cognitive activity;

2) the forming of cognitive interest concerning implementation of independent work;

3) taking into account of specific and national peculiarities of foreign students during forming of methodical guidance concerning accomplishment of independent work;

4) the optimization of accomplishment and control of students' independent work by comprehensive use of information technologies;

5) the methodical escort and systematic control of implementation of independent work by foreigners;

6) the foreigners' active participation in scientific life of department, faculty and university;

7) the active participation in accomplishment of educational projects;

8) the reasonable selection of electronic sources, educational and methodical concerning the organization of foreign students' independent study;

9) the development of communicative skills with use of professional language;

10) the clear criterias of control and assessment of foreign student's independent work.

Thus, the organization of foreign students' independent work is one of necessary conditions of successful mastering of a profession as it provides individualization and differentiation of tasks, orientation to forming of professional competences, increase in creative activity of students, integration of cross-curriculum communications is not limited to temporary borders.

Further scientific search consists in defined pedagogical conditions and development of recommendations concerning the organization of foreign students' independent work with taking into account of features of professional training.

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**Кобылянский Александр Владимирович**

**Лауазымы:** педагогика ғылымдарының докторы, тіршілік ету қауіпсіздігі және қауіпсіздік педагогикасы кафедрасының меңгерушісі, профессор, Винница ұлттық техникалық университеті

**Пошталық мекен-жайы:** 21021, Украина, Винница, Хмельницкое көшесі, 95

**Ұялы. тел:** +38 (067) 689-30-29

**Дембитская София Витальевна**

**Лауазымы:** педагогика ғылымдарының кандидаты, тіршілік ету қауіпсіздігі және қауіпсіздік педагогикасы кафедрасының доценті, Винница ұлттық техникалық университеті

**Пошталық мекен-жайы:** 21021, Украина, Винница, Хмельницкое көшесі, 95

**Ұялы. Тел:** +38 (097) 219-98-43

**Кәсіби даярлық үдерісінде шетел студенттерін дербес оқытуды ұйымдастыру**

**Кобылянский Александр Владимирович**

**Должность:** доктор педагогических наук, заведующий кафедрой безопасности жизнедеятельности и педагогики безопасности, профессор, Винницкий национальный технический университет

**Почтовый адрес:** 21021, Украина, г. Винница, Хмельницкое шоссе, 95

**Сот. тел:** +38 (067) 689-30-29

**Дембицкая София Витальевна**

**Должность:** кандидат педагогических наук, доцент кафедры безопасности жизнедеятельности и педагогики безопасности, доцент, Винницкий национальный технический университет

**Почтовый адрес:** 21021, Украина, г. Винница, Хмельницкое шоссе, 95

**Сот. тел:** +38 (097) 219-98-43

**Организация самостоятельного обучения иностранных студентов в процессе профессиональной подготовки**

**Kobyliyanskyi Alexander Vladimirovich**

**Position:** Dr. Sc. (Pedagogical), Head of the Chair of Security of Life and Safety Pedagogic, Professor, Vinnytsia National Technical University, Vinnytsia

**Mailing address:** 95, Khmelnytskoe Highway, Vinnitsa, 21021, Ukraine

**Mob. tel:** +38 (067) 689-30-29

**Dembitska Sofiia Vitaliivna**

**Position:** Candidate of Sciences (Pedagogical), Associate Professor of the Department of Life Safety and Safety Pedagogy, Associate Professor, Vinnitsa National Technical University

**Mailing address:** 95, Khmelnytskoe Highway, Vinnitsa, 21021, Ukraine

**Mob. tel:** +38 (097) 219-98-43

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