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INDEPENDENT STUDY IN THE PROCESS OF PREPARATION OF FUTURE PHILOLOGISTS IN THE CONDITIONS OF DISTANCE LEARNING

NIEZALEŻNE BADANIE W PROCESIE PRZYGOTOWANIA PRZYSZŁYCH FILOLOGÓW W WARUNKACH KSZTAŁCENIA NA ODLEGŁOŚĆ

Abstract: Independent work of students of philology in the distance learning forms the readiness for self-education, creates a basis for continuing education and the opportunity constantly improve their skills. At the present stage, the issue of organizing independent work of students is of great importance, because the budget of time allocated for classroom activities is limited, and much of the program material requires submission for independent study. Therefore, the orientation of the process of professional training in higher educational institutions on the optimization and activation of independent work of students becomes relevant. Because, independent work is a mandatory component of the educational process, the result of which is to increase the level of knowledge of students, the formation of the ability to think independently and make adequate decisions. In addition, the independent work of students of philology - is the main form of organization of education, which includes various types of individual and collective learning activities, carried out in classroom and extracurricular activities under the guidance of a teacher. The main structural elements of independent work are its purpose and motives. The need for effective organization of independent work of students is due to modern requirements for the level of training of future professionals for their competent entry into the labor market, well-established needs for continuing professional self-education and self-development. The wide application of information technologies of training will promote the decision of this task.

Keywords: independent work, types of independent work, distance learning, information technologies, student-philologist.

Streszczenie: Samodzielna praca studentów filologii w nauczaniu na odległość kształtuje gotowość do samokształcenia, stwarza podstawy do dalszego kształcenia i możliwość ciągłego doskonalenia swoich umiejętności. Na obecnym etapie kwestia organizacji samodzielnej pracy uczniów ma duże znaczenie, ponieważ budżet czasu przeznaczony na zajęcia w klasie jest ograniczony, a spora część

materiału programowego wymaga zgłoszenia do samodzielnej nauki. W związku z tym istotne staje się ukierunkowanie procesu doskonalenia zawodowego w uczelniach na optymalizację i aktywizację samodzielnej pracy studentów, która stanowi obowiązkowy element procesu edukacyjnego, którego efektem jest podnoszenie poziomu wiedzy uczniów, kształtowanie umiejętności samodzielnego myślenia i podejmowania adekwatnych decyzji. Ponadto samodzielną pracą studentów filologii jest główną formą organizacji kształcenia, na którą składają się różnego rodzaju indywidualne i zbiorowe zajęcia dydaktyczne, realizowane w klasie oraz zajęcia pozalekcyjne pod kierunkiem nauczyciela. Główne elementy konstrukcyjne samodzielnej pracy to jej cel i motyw. Potrzeba efektywnej organizacji samodzielnej pracy studentów wynika z nowoczesnych wymagań co do poziomu przygotowania przyszłych specjalistów do ich kompetentnego wejścia na rynek pracy, ugruntowanych potrzeb w zakresie ustawicznego samokształcenia zawodowego i samorozwoju. Szerokie zastosowanie technologii informacyjnych szkolenia będzie sprzyjać decyzji o tym zadaniu.

Słowa kluczowe: praca samodzielna, rodzaje pracy samodzielnej, kształcenie na odległość, technologie informacyjne, student-filolog.

Relevance of the work

The informatization of society has led to the introduction of information and communication technologies in all parts of the education system, educational institutions and governments, so reforming and updating the system of national education is an imperative of today for the formation of educated young generation. The COVID-19 pandemic has become a catalyst for the introduction of distance learning in all educational institutions in the country, which considered one of the priorities of the program of modernization of secondary and higher education.

“Distance learning” means an individual process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through the indirect interaction of distant participants in the learning process in a specialized environment, which operates based on modern psychologists. Pedagogical and information and communication technologies. Distance learning focused on the introduction of fundamentally new learning models in the educational process, which include conferences, independent work of students with information fields from different knowledge banks, project work, training and other activities with computer technology¹.

Independent work maximally optimizes the use of individual creative abilities of future philologists, contributes to the replenishment and expansion of special knowledge and encourages systematic self-education and continuous professional development of the individual. In accordance with current trends in improving professional training, the share of direct transfer of knowledge during classroom

¹ Pro zatverdzhennya Polozhennya pro distanciine navchannya: Nakaz MON Ukrainy vid 25.04.2013 no. 466 [Elektronniy resurs]. – Rezhym dostupu: <http://zakon0.rada.gov.ua/laws/show/z0703-13>

classes is decreasing, and instead, the volume of independent work of students is increasing. There is a problem of organizing independent work in such a way that, along with the accumulation of knowledge, skills and abilities, the development of creative thinking. As a student of higher education must take an active part in the perception and acquisition of knowledge, form their own position, be able to apply the acquired knowledge in practice and creatively rethink information.

Literature review

In the current conditions of the labor market and the peculiarities of employment, the requirements for professional competence of graduates are growing, which leads to qualitatively new forms and methods of higher education aimed at creating a holistic system of continuing education, expanding the scope of independent activities. Form skills of self-education and self-organization. Independent work is about students 'self-motivation, and in order to stimulate students' self-motivation, it is necessary to establish a strong interaction between teacher and student, which is becoming an integral part of modern higher education.

In the works of scientists^{2 3} independent learning activities are studied based on the understanding of its importance in the formation of future professionals. The analysis of these studies shows that in the system of higher education independent activity is a mechanism for reproducing the subject-problem field of future professional activity, as in the process of independent educational activity an integrative vector of educational-theoretical, projective, constructive-technical, regulatory activities is laid.

P. Podkasisty distinguishes such types of independent work as independent work on the model (work is performed on the basis of the sample, detailed instructions, so the level of cognitive activity and independence does not go beyond reproductive activity). Reconstructive independent work (intellectual and practical actions of students on the reconstruction, transformation of educational texts and existing experience in solving problems proposed for independent performance); independent work of variable type (cognitive activity and independence of students is expressed in the implementation of generalizations in the analysis of the problem situation. In distinguishing the essential from the secondary; during the work of this type is the accumulation of new experience); creative independent work (cognitive activity and independence of the student reaches the highest

² Artemova L. *Pedagogika i metodyka vishchoi shkoly: navch.-metod. Posibnyk*. K.Kondor, 2008, s. 272.

³ Bykov V. *Suchasni zavdannya informatizacii osvity*. [Informacini tekhnologii i zasoby navchannya]. vol.1, 2010, s. 18–24.

level, the student receives fundamentally new knowledge, the values of material and spiritual culture)⁴.

O. Malykhin notes that independent work performs cognitive, educational and upbringing functions, and as a method of teaching – a controlling function. Thus, it expands and deepens the knowledge gained in the classroom, promotes the formation of skills and abilities to study literature, fosters independence, creativity, conviction.

In the context of our study, the work of the team of authors “Workshop on Methods of Teaching Linguistics in Higher Education” (2015), ed. OHM. Horoshkina and S.O. Karamana⁵. One of the sections of the work “Organization of independent work of students” contains brief information about the phenomenon of “independent work”, classification of its types and kinds, which is especially valuable for methods of teaching linguistic and linguistic didactic disciplines. The authors define the role of the teacher in the organization of independent work and even suggest one of the ways to implement it – work with scientific and educational texts. Despite the unconditional value of this work, we note that this is the first attempt to analyze the features of independent work of students of philology and mostly focuses on its further study.

Purpose

To consider the concept of independent work of students in terms of distance learning and to reveal the specifics of the organization of different typologies of independent work of students of philology by means of information technology training.

Methodology

The influence of modern information technologies on the process of independent work of students of philological specialties is analysed. The types of independent work of future specialists are single out.

⁴ Pidkasistyj P. *Pedagogika: uchebnoe posobie dlya vuzov*. 2-e izd. Moskva: Izdatel'stvo Yyrajt, 2011, s. 502.

⁵ Horoshkina O., Karaman S, Bakum Z., Karaman O. *Praktikum z metodiki navchannya movoznavchyyh disciplin u vyshchii shkoli*. Navch. pos. za red. Goroshkina O. ta Karamana S. K. «AKMU-RUP», 2015, s. 250.

Material and results of research

At the same time we face the problem of forming in students of philology the necessary skills of independent work, a mechanism of thinking that would help them quickly adapt to changing requirements, find and analyze new sources of information, creatively implement them in their professional activities. The source of self-education, self-improvement of students should be the ability to continuously reflect the world, select and integrate the necessary information, accumulate their own experience and on this basis develop skills of self-realization, because the main sign of independence is not simple learning transformation and acquisition of skills and abilities to acquire knowledge independently. All this can be happen only in the process of purposeful and systematic independent activity, during which future specialists gain experience of professional mobility, develop the ability to work independently, constantly improving their skills and deepening their knowledge.

When studying a foreign language in universities (higher educational institutions) independent work involves the gradual assimilation of new material, its consolidation, application in practice, repetition of material. The effectiveness of independent work depends on its organization, content, relationship and nature of tasks in this type of independent work and the results of its implementation⁶.

The concept of information technology is the processing of information, which consists of a set of technological elements, assimilation of knowledge and methods of activity based on the interaction of teacher, student and information and communication technologies aimed at achieving the educational process. Analysis of the studied literature and generalization of practice allow determining the didactic possibilities of information technologies in the organization of independent work of students. They include:

- ensuring the flexibility of the educational process through variability, changes in the content and methods of teaching, forms of organization of classes, a combination of different teaching methods for students of different levels of training;
- varying the complexity of tasks, the scope of tasks and the pace of their implementation;
- intensification of educational and cognitive activities of students through game learning, modeling a qualitatively new type of visualization of educational material, both real and virtual objects, processes and phenomena;

⁶ Kozakov V. *Samostoyatel'naya rabota studentov i ee informacionno-metodicheskoe obespechenie: uchebn. posobie*. K.: Vishcha shkola, 1990, s. 112.

- strengthening the motivation and cognitive interest of students in learning due to the novelty of teaching methods, the possibility of individualization of learning, the implementation of technical capabilities of the computer, providing a positive emotional background of learning;
- organization of flexible management of educational process on the basis of pedagogical correction and continuous feedback, qualitative changes of control of educational activity, i.e. implementation of control with diagnostics, feedback and estimation of stages, granting of control of characteristics of systematic way and objectivity.

Information technologies actively influence the learning process, as they change the scheme of knowledge transfer and teaching methods. At the same time, the introduction of information technologies in the system of higher education not only affects the already tested educational technologies, but also introduces new ones into the educational process. They are related to the use of computers and telecommunications, special equipment, software and hardware, information processing systems, the creation of new tools for learning and storing knowledge, which include electronic textbooks and multimedia; electronic libraries and archives, global and local educational networks; information retrieval and information reference systems, etc.⁷

Findings

It is established that the independent work of students in learning a foreign language with the use of information technology can be organized as a system. The effectiveness of higher education depends on the extent and nature of the use of information technology, student involvement in independent work in distance learning, the ability to work and collaborate with teachers and classmates in a virtual learning environment, choosing the appropriate tools.

Today, one of the most common distance learning systems among Ukrainian universities is Moodle (Modular Object-Oriented Dynamic Learning Environment) – a modular object-oriented dynamic learning environment⁸.

Using this learning platform, students have free access to sources of information. This factor increases the efficiency of independent work of higher edu-

⁷ Korol V., Musienko V., Tokova N. *Organizaciya samostiinoi roboty studentiv*. CHer-kasi: Vydavnytstvo CHDU, 2003, s. 216

⁸ Martynenko O.Ye., Shevel'ko K.O. *Kriterii vidboru navchal'nyh onlain-platform dlya pidgotovky maibutnih perekladachiv* / O.Ye. Martynenko, K.O. Shevel'ko // *Inozemni movi*. – no 1, 2021, s. 52–57. Rezhyim dostupu: <http://fl.knlu.edu.ua/article/view/230770/229726>

cation seekers, opening them new opportunities for self-expression and realization of professional skills.

In the Moodle environment, students receive:

1. Access to educational materials (texts of lectures, tasks for practical / laboratory and independent works; additional materials (books, reference books, manuals, methodical developments) and means for communication and testing;
2. Tools for group work (forum, chat, seminar, webinar);
3. The ability to view the results of the distance-learning course by the student;
4. The ability to view the results of the test;
5. The ability to communicate with the teacher through personal messages, forum, chat;
6. The ability to download files with completed tasks;
7. The ability to use reminders about events in the course.

To perform independent work, future philologists have developed a distance-learning course "Foreign Language" based on the Internet platform Moodle. With this course, students have the opportunity to view all the material given by the teacher in lectures and practical classes throughout the study; print it if necessary; do homework and independent work; work out missed classes.

E-learning courses are rational in the context of their use in the process of independent work: expand the possibilities of traditional learning; make the learning process more diverse. Allow to increase the efficiency of students' independent work, the level of motivation to study, to stimulate the development of their intellectual potential; allow automating the process of control and evaluation of student achievements.

All modern educational technologies aimed at teaching students to work independently, as this quality allows them successfully adapt to a rapidly changing society. The main role in the organization of independent work of students are those information technologies that open students access to non-traditional sources of information, provide opportunities for creativity, acquisition and consolidation of skills, allow the implementation of new forms and methods of learning.

Originality

Mastering a foreign language in the process of project work allows students to feel the pleasure of learning, attracts to a new culture with the help of information technology. The advantages of the project methodology are undoubtedly diversity, problems, learning satisfaction, which develops students' skills of independent work.

Independent work of students in the study of foreign languages with the use of information technology can be organized as a system:

- work with electronic publications in the library, preparation for practical classes;
- performance of individual tasks based on the use of information technology;
- current certification with the help of electronic testing;
- use of educational sites and automated educational software.

In modern conditions, teachers face a number of tasks in order to maximize the content of educational material in the organization of independent work of students, in particular – the creation of electronic textbooks as a carrier of educational and scientific content of the discipline that meets the requirements of future training specialists⁹.

When organizing independent work of students, teachers must adhere to the basic principles:

- to create uniform requirements for the organization of independent work of students of philology of all disciplines;
- to ensure consistency, systematic independent work;
- provide for the availability of educational material for self-study;
- provide students with equal opportunities in achieving the goal of learning and identifying creative initiative;
- provide conditions for the organization of independent work of students (available auditorium fund, appropriate material and technical base, methodological support, consultations of teachers, etc.);
- to manage independent work and control its progress;
- even distribution of tasks and control measures throughout the school year.

⁹ Nikolaeva S, Shevelko, K., Fabrychna, Ya., *ICT-supported extra-curricular activities for university students majoring in translation studies* [Informaciini tekhnologii i zasoby navchannya]. Vol. 77 no 3, 2020, s. 175-185. Rezhim dostu-pu: <https://journal.iitta.gov.ua/index.php/itlt/article/view/2937/1676> DOI: 175-185. 10.33407/itlt.v77i3.2937

Adherence to these principles is a means to achieve a certain goal, if these principles followed for the implementation of independent work of students.

The implementation of the educational process involves the use of modern learning technologies, but only through the traditional transfer of knowledge, it is difficult to form the necessary skills and abilities to the fullest. This can be achieved by involving the student in the situation of an active participant in the innovation process, creating favorable conditions for the implementation of personality-oriented, humanistic-oriented model of interaction between teachers and students.

Practical experience shows that the organization of independent work of students of philology requires innovative approaches, the theoretical basis of which should be personality-oriented education. Increasing the amount of study time for self-study of the content of professional disciplines requires students to be highly self-organized, mastering the methods and techniques of self-acquisition of knowledge. Independent work, therefore, is aimed at the perception and understanding of information and appropriate memorization.

Independent work of students must be carefully plan and organize in combination with other forms of education. That is, it is necessary to choose more carefully the content and volume of educational material for independent study by students. Methodologically correct organization of the student's work in the classroom and outside it also plays a role. It is important to provide the student with the necessary methodological materials in order to transform the process of independent work into a creative process. Based on these parameters, the following forms of organization of students' independent work can be proposed: writing essays, preparing reports, literature reviews in seminars and practical classes, educational talks, reports and publications of abstracts at student scientific conferences.

The traditional division of independent activity into classroom and extracurricular cannot be completely satisfactory because of its generalization, because it indicates only the place of its conduct. Analysis of scientific literature shows that there are different forms, types and kinds of independent educational activities.

In seminars and practical classes, independent work aimed at reproducing knowledge and independent acquisition of professional skills and abilities. As an example, let us trace the process of independent cognitive activity of a freshman student during the course "Introduction to Linguistics" and a graduate student during the study of the course "General Linguistics". If at the initial stage of linguistic education, the student shows a low level of independence, because he faces a complex discipline in content and style, does not have time to record the main points of the lectures, comprehend the essence of scientific definitions, and therefore in preparation for seminars and workshops work a lot on their own. Then in

the classroom to finally comprehend the essence of scientific concepts, individual terms and the discipline itself. The fourth-year student, mastering the discipline "General Linguistics", having a significant stock of linguistic knowledge acquired during the previous years of study, is easier to navigate in complex linguistic problems. Preparing for seminars and having certain skills of independent work, he quickly selects materials from various sources for presentation in class or colloquium, in the preparation of an essay and so on.

The variety of forms, types and kinds of independent work of students of philology characterized by modern conditions of professional training of the future teacher and requirements to its improvement and development.

The most common (according to L. Zhuravska)¹⁰ types of independent work are considered to be training (independent work on a sample), reconstructive-variable (analysis is carried out, conclusions are made, a plan, thesis, annotation of the processed material), research (independent researchers are carried out and are made out as course and final works).

To this, we will add that the following types of independent work are considered to be quite common in the practice of philological education: by model, by level of independence, by degree of complexity and creative-constructive type. Each of the types unites a whole system of types of independent work of students. Thus, independent work on the model includes solving typical linguistic and methodological problems, performing exercises on the model, making plans for the text, conducting observations and analysis of lessons, and so on. The type of independent work according to the degree of complexity involves preparation for seminars, colloquia, tests, writing essays, term papers and dissertations, performing tasks of all kinds of practices and more.

One of the forms of independent work in the educational process is the preparation of student research work and reports for the student scientific-practical conference. Research activities significantly increase the student's self-esteem, stimulate him to further research activities, as well as reflected in the rating in the system of current and final control.

The future teacher is required to have a range of special, professional skills. The use of new information technologies, Internet resources, project methods help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning based on students' abilities, their level of knowledge, inclinations and preferences, encourage the search for new forms of educational activities. Teacher and student information and reference materials, electronic textbooks, electronic visual aids and methodological materials,

¹⁰ Zhuravs'ka L. *Konceptual'ni umovy upravlinnya samostijnoi robotou studentiv u vishchych zakladah osvity*. Osvita i upravlinnya. no 2, 1999, s. 105-115.

as well as Internet resources contain a huge amount of factual and illustrative material, which usually presented in a more interesting form than on paper, which allows increasing the number of practical and creative works of a search nature¹¹.

Practical value

Using this Modular Object-Oriented Dynamic Learning Environment, students have free access to information sources. This factor increases the effectiveness of independent work of higher education, opening new opportunities for self-expression and implementation of professional skills.

A significant place in the independent work of students of philology is the use of Internet technologies for effective information retrieval. The availability of a large number of electronic articles, books, reference books, electronic teaching and methodological developments, which are posted on university websites, certainly expand the creative potential of students if they know how to work creatively with the information obtained. In addition to knowledge of search methods, students must master the methods of analysis, synthesis and generalization of information¹².

Internet technologies used for educational purposes provide students with clear and adequate information about academic achievement, support their competence and confidence in itself, thus stimulating intrinsic motivation. The cognitive process is under the control of the student: he feels responsible for his own behavior, explains the reasons for his success not by external factors (ease of task, luck), and their own diligence and diligence. It is this scheme of “failure – lack of effort” is the best for maintaining and developing learning motivation. Internet technologies have a decisive influence on the formation of a positive attitude towards learning^{13 14}.

¹¹ Poyasok T., Bespartochna O. *Organizaciya pedagogichnoi vzaemodii uchasnikiv osvithnogo procesu v komp'yuterno orientovanomu navchal'nomu seredo-vishchi zakladu vishchoi osviti*. [Informaciini tekhnologii ta zasoby navchannya] tom 67, no 5. Kiïv, 2018, s. 199-212.

¹² Lande D. *Poisk znanii v internet. Professional'naya rabot*. M.: Izdatel'skij dom «Vil'yams», 2005, s. 72.

¹³ Bespartochna O., Hrubá T., Piddubna N., Pavlova I., Ovdychuk, L. *Integration of innovative technologies in the professional training of teachers of literature*. *Laplace In Review*, 7(3C), 2021, s. 407-412. <https://doi.org/10.24115/S2446-6220202173C1635> p. 407-412.

¹⁴ Bespartochna O., Ovdychuk L., Piddubna N. *Features of the introduction of innovative technologies in the professional training of Teachers*. *Revista Tempos E Espaços Em Educação*.14(33), 2021, s. 164-169. <https://doi.org/10.20952/revtee.v14i33.16604>.

Considerable attention within the independent work of students of philology paid to the implementation of project work with the subsequent presentation of projects in the form of presentations. This provides the opportunity for group interaction and individual improvement of students' speech and research skills, as well as skills of group discussions and debates.

The project methodology has a great potential, as it is characterized by high communicativeness and involves students expressing their own views, feelings, active involvement in reality, taking personal responsibility for the result. A distinctive feature of this technique is the organization of educational activities in the form of project-work, which is independently planned and implemented by students, in which language communication weaves into the intellectual and emotional context of other activities (games, travel, etc.).

Conducting Internet projects gives the opportunity to practically use the acquired knowledge in real life situations, promotes the development of communicative skills and abilities of students. There are two types of projects: WWW projects and E-mail projects.

WWW projects designed to provide students with a task that requires them to find information on the Internet and then submit their search results. The topic of the project may correspond to the topic of the textbook or be independent of it, but in any case, it should be interesting for students.

It is better to communicate by e-mail with the help of E-mail projects, which are carried out with the participation of two or more groups of students from different countries, for whom the language used is foreign rather than native. You can protect projects with Viber, Skype, Zoom and Google Meet. It should be borne in mind that messengers are channels for more informal communication, not intended for huge texts. They do not allow you to send important files or information that needs to be recorded.

The advantage of such projects is that communication in a foreign language takes place with real partners. It is important for students that texts created not for the teacher in order to demonstrate their knowledge and get an assessment, but for peer partners in order to convey interesting information or discuss a topical issue. This contributes to the expansion of students' language communication and increases the motivation to learn a foreign language^{15 16}.

¹⁵ Bespartochna O., Shimans'ka Ya *Osoblivosti komunikativnoi kompetentnosti filologiv-perekladachiv*. [Inzhenerni ta osvichni tekhnologii] Kremenchuk, Vipusk 4 (19), 2017, s. 84-89. [Elektr. resurs]. – Rezhim dostupu: <http://eetecs.kdu.edu.ua/>.

¹⁶ Poyasok T., Bespartochna O., Skripnik V. *Profesiina pidgotovka maibutnih pravoznavciv v umovah distancijnogo navchannya*. [Nauka i osvita: naukovopraktichnij zhurnal], 2018, Vipusk 2. Odesa s. 34-42.

Mastering a foreign language in the process of project work allows students to feel the pleasure of learning, attracts to a new culture. The advantages of the project methodology are undoubtedly diversity, problems, and satisfaction with learning, which develops students' skills of independent work.

According to N. Boiko, a fundamentally new approach to the organization of independent work is the use of network technologies and telecommunications, which provides students with access to a significant amount of information resources. Extensive search capabilities of network systems allow you quickly find the information you need, help to move from the usual receipt of information to the active participation of the student in its search¹⁷.

Consider the possibility of using some information technology in the independent work of students in learning a foreign language:

- to search for information in the network – the use of web – browsers, databases, the use of information retrieval and information reference systems, automated library systems, electronic journals;
- for the organization of dialogue in the network – the use of e-mail, synchronous and delayed teleconferencing;
- to teach four types of speech activity (reading, writing, speaking and listening);
- the use of a group of highly specialized educational sites that have several types of complexity.

Project work has the potential for integrated application of all previous types of work with the use of information technology and can take the following forms. For example, work on projects proposed by the teacher, use of the whole range of telecommunications networks: information retrieval, online dialogue, development and conducting their own projects in the course of study at the university and in practice.

In foreign methodology, the direction of the use of information technology in foreign language teaching called CALL – Computer Assisted Language Learning¹⁸. This area occupies a prominent place in the theory and practice of foreign language teaching. The electronic interactive whiteboard SMARTBOARD, which works online, has significant presentations, and therefore didactic opportunities for effective training of teachers of philological specialties.

¹⁷ Bojko N. *Osnovni pedagogichni aspekty vykoristannya informacijnih tekhnologii ta tekhnologii distancijnogo navchannya v samostiinii roboti studentiv*. [Naukovi zapiski: Zbirnik naukovih statej NPU imeni M.P. Dragomanova]. K.: Vydavnytstvo NPU imeni M.P. Dragomanova, Vipusk 71, 2008, s. 63-69.

¹⁸ Euro call: Europe-based professional association devoted to CALL. <http://www.eurocall-languages.org>.

The European Language Portfolio considered a practical application of innovative teaching methods to increase the efficiency of the process of learning foreign languages. The aim of this method is to teach students to learn languages independently, throughout life, to realistically assess their own level of language skills and demonstrate in the conditions where they will work or continue their studies. The European Language Portfolio has the following objectives:

- motivate language learners to improve their language skills at all levels;
- to demonstrate a written document on the acquired language skills, the level of proficiency in the transition to a higher level of education;
- stimulate the learning process and make it more transparent for the student^{19 20}.

One of the most common means of information technology is electronic textbooks. They are not only a means of learning, but also a means of control. The use of various videos, films, multimedia programs, electronic dictionaries, multimedia reference books and encyclopedias help to organize a variety of educational activities of students, significantly increase their motivation. In his professional activity, the teacher faces the need to not only master knowledge, but also to learn ways to obtain it, to build education as a system that creates conditions for self-design and formation of multidimensional consciousness, the ability to self-determine, develop students' skills. -niceness of understanding, thinking, acting. The uniqueness of the teacher's profession is that it creates the conditions for human development, education. In this context, it becomes obvious the need to increase the interrelated subject, methodological and psychological competencies of future teachers of philology.

Thus, it can be argued that, in contrast to traditional methods of teaching innovative learning technologies through independent work determine the result, activate the process of cognition, stimulate interest, allow personal development, and as a result – increase language skills, promote the growth of mobility, initiative, creativity, independence of students in decision-making and, accordingly, competitiveness in the labor market²¹.

¹⁹ Moskalyk H. F. *Filosofs'ka paradyhma modernizatsiyi osvity v umovakh informatsiyno-komunikatyvnoho seredovyschcha*. H. F. Moskalyk *Khrystytyans'ka zorya* - Kremenichuh 2014. s. 328.

²⁰ Moskalyk H. F. *Formuvannya novykh pravyl ta norm funktsionuvannya osvity: filosofs'ki pohlyady*. PostMetodyka. Aktual'ni pytannya suchasnoyi pedahohiky. no 2-3, 2017, (127-128, s. 59.

²¹ Stanichenko O. F. *Formuvannya hromadyans'koyi pozytsiyi maybutnikh uchyteliv na urokakh pravo-navstva v pedahohichnomu koledzhi za dopomohoyu interaktyvnykh metodiv navchannya*. Imid suchasnoho pedahoha. no 5 (182), 2018, s. 63–68.

CONCLUSIONS

As a result, of the research, the influence of modern information technologies on the process of independent work of students of philological specialties was analyzed. The types of independent work of future specialists are singled out.

It is established that independent work of students in learning a foreign language with the use of information technology can be organized as a system. The effectiveness of higher education depends on the extent and nature of the use of information technology, student involvement in independent work in distance learning, the ability to work and collaborate with teachers and classmates in a virtual learning environment, choosing the appropriate tools.

The orientation of the process of professional training in higher educational institutions on the optimization and activation of students' independent work is becoming more and more important. The need for effective organization of independent work of students is due to the requirements for the level of training of future professionals for their competent entry into the labor market, well-established needs for continuous professional self-education and self-development. The solution of this problem will be facilitated by the widespread use of information technology training.

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