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THE ROLE OF INDEPENDENT WORK IN FOREIGN LANGUAGE LEVEL LEARNING

Abstract

The content of the concept of level training and independent work is defined. The levels of foreign language proficiency and types of independent work were studied. The effectiveness of the use of independent work in the process of level-level teaching of foreign languages is considered.

Keywords: learning, level learning, independent work, types and goals of independent work.

Independent work is an important condition for the formation of self-organization of a future specialist, the ability to independently solve professional-level tasks, as well as the ability to self-educate throughout professional activity.

Before considering the role of independent work in the level teaching of English as a foreign language, it is necessary to determine the content of the concept of level teaching of a foreign language.

In general, learning is understood as a process aimed at organizing active educational activities of students to acquire knowledge, skills and abilities, develop creative abilities and moral principles. This is a set of types of educational activities in which the knowledge, skills and abilities of students are

brought by the teacher to the desired level, which is the goal of education [2].

Level-based foreign language teaching is understood as a process aimed at the formation and development of speech skills and abilities of a certain level [1].

The problem of language proficiency has become especially relevant in the second half of the twentieth century. This is due to the growth of international cooperation and the emergence of the concept of "Europe without Borders", in which much attention was paid to the study and dissemination of foreign languages in the world.

Since the 70s of the twentieth century, the Council for Cultural Cooperation at the Council of Europe has carried out extensive work on the development of threshold levels of foreign language proficiency. Project Manager J. Trim took as a basis a level model of foreign language communicative competence. As a result of the work carried out, a document was adopted entitled "Modern languages: study, teaching, evaluation. Pan-European competence of foreign language proficiency" (Strasbourg, 1996). This document describes the parameters and criteria for assessing the levels of language proficiency and communicative competence as the goals of education, as well as ways to assess it using test technologies that have been improved and tested in different European countries.

The system of levels and criteria for assessing language proficiency in the course of their discussion have undergone some changes and in the final form in the document "Pan-European competence of foreign language proficiency" look as shown in Table 1 [2].

Threshold levels of language proficiency

A Basic user	B Independent user	C Proficient user
A1 Breakthrough or beginner	B1 Threshold or intermediate	C1 Effective operational proficiency or advanced
A2 Way stage or elementary	B2 Vantage or upper intermediate	C2 Mastery or proficiency

This table shows that in the process of mastering a foreign language, a student moves from a lower level to a higher one, thereby improving his existing skills and abilities in a foreign language and approaching the perfect level of proficiency.

Also, detailed descriptors describing a particular level of proficiency have been developed for the levels of foreign language proficiency. Descriptors formed the basis for the creation of national standards and standard programs in a foreign language. These descriptors help to ensure continuity between the stages of learning and make the planning of the educational process more competent and consistent [4].

Level-based foreign language teaching is one of the main ways to organize the structure of foreign language teaching. Since it helps teachers to build the educational process according to the knowledge, skills and abilities that an individual student already possesses. In this case, teachers face the following tasks:

1) correctly determine the level of foreign language proficiency of the student;
2) form groups in such a way that

students of a similar level study in the same group;

3) to familiarize students with the system of levels and jointly determine the vector of their individual language development;

4) to encourage the promotion within the level system and the translation of linguistically gifted students who quickly master the initial level of foreign language proficiency [1].

Thus, following this technology of level teaching of a foreign language, the teacher successfully achieves its main goal: the formation and development of speech skills and abilities corresponding to a certain level of language proficiency in foreign language learners.

In this paper, we consider the role of independent work in level-based foreign language teaching, since during level-based learning, students must work out and consolidate a significant part of the lesson material independently.

However, independent work should not be the main form of work in the educational process. This is just one of the types of educational activity, one of the organizational forms of learning, which can take place both directly and indirectly.

It should be noted that independent work is an important form of level teaching of a foreign language, since the number of hours allocated to classroom classes is not enough. Therefore, the teacher has to leave some tasks for independent work, which involve both learning new and working out the material already passed. The teacher should not forget to inform students about the procedure for conducting independent work, i.e. students should understand the purpose and end result of independent work. Also, the teacher should remember that students of different age groups and abilities to learn a foreign language apply different methods and means of educational activities and strategies for mastering a foreign language.

All types of independent work can be divided into basic and additional. The main types of independent work are performed without fail, followed by monitoring of the results by a teacher who conducts seminars or practical classes in a student group. Additional types of independent work are carried out at the student's choice and are accompanied by the control of the results by the teacher, who is the student's supervisor.

The main (mandatory) types of independent work of students include:
- independent study of theoretical material;
- solving problems for seminars;
- execution of written assignments for seminars.

Additional types of independent work are:
- execution of term papers;
- preparation of reports and presentations for seminars;
- participation in the annual student scientific conference.

Independent work is carried out both in extracurricular time and in classroom classes (in written or oral form). At the same time, the work is individual, paired or group in nature. The following tasks can be attributed to such forms of independent

work: composing dialogues, developing projects, performing tasks on vocabulary and grammar, reading and performing tasks on the text, performing test tasks, etc. [3].

The following are the main requirements for independent work of students:

1. As the level of foreign language proficiency increases, the forms of independent work become increasingly important. It is recommended to use tasks, memos, supports, keys as auxiliary didactic tools.

2. The wording of the tasks should be clear and clear, have a problem-searching nature. They should direct students' attention to solving a specific task.

3. Memos should contain recommendations on how best to perform a particular task.

4. It is necessary to use supports, because they facilitate the process of understanding information in accordance with the intention of the authors of the task. Leading questions are used as supports, as well as pictures, tables, diagrams.

5. And finally, the use of keys containing answers to the proposed tasks. They are necessary for self-examination and are part of language tests [1].

It should be noted that independent work is carried out in close unity with classroom work under the guidance of a teacher and is its continuation. Mastering the techniques of independent work is very important for students and is a prerequisite for the development of self-education skills. It also allows you to accelerate the acquisition of a foreign language by extending your stay in the language environment.

Thus, much attention is paid to independent work in the level-based teaching of English as a foreign language, since this work contributes to the consolidation and improvement of speech skills and abilities, which in turn leads to mastering one of the levels of a foreign language and, as a result, to the transition to another, higher level.

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