SELF-STUDY TECHNIQUES FOR THE STUDENTS LEARNING A FOREIGN LANGUAGE: GENERAL SEARCHES FOR ADDITIONAL INFORMATION

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The modern development of international cooperation in the fields of economics, management, science and technology requires a graduate of higher education institutions to know foreign languages as the main factor in international communication, which allows a specialist in his professional activities to communicate with foreign partners at a professional level, conduct business correspondence, and also receive the necessary information from a variety of information sources.

The approach which is most relevant to the task of the foreign language teacher is a communicatively oriented approach to learning, according to which the student is required not to describe the rules for using the language form, but to use it functionally and grammatically correctly in a specific communication situation. The purpose of the educational process in a foreign language is to ensure the development of the following communicative skills: receptive – listening and reading and productive – oral speech and writing, contributing to the formation of the so-called communicative competence. But, in addition to these skills, it is also necessary to develop students' self-study working skills with a foreign language, since mastering a foreign language in non-linguistic higher education institution is more determined by the effectiveness of self-studying of the students at home, in the library, language laboratory, computer class. So, we can distinguish the following purposes of using self-studying educational activities: 1) optimization of the process of teaching a foreign language from the point of view of saving class time; 2) updating and intensifying the search for new knowledge by the students; 3) the development of the creative nature of education; 4) improving the quality of mastering of the proposed curricula.

In the theory of pedagogy, self-studying is distinguished as one of the four basic forms of students' learning, but this form can be realized only if a number of conditions be kept, the most significant of which are the presence of motivation and basic skills for teaching students self-studying and the effective organization of their activities by the teacher. The readiness of the students to self-study activities to learn the proposed material is determined

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by: 1) the presence of basic working skills in all types of speech activity, namely: speech, listening, reading, writing; 2) the presence of translation skills and methods of working with the dictionary and reference literature; 3) the ability to work with computer software and the Internet. The following can be attributed to the means of organizing students' self-study activities: 1) the availability of textbooks, manuals, guidelines for self-study; 2) the availability of audio, video – and computer training programs; 3) application of a system of communicative tasks for the development of all communicative skills.

It is traditionally believed that the main type of self-studying is homework. This option of self-studying has a number of undeniable advantages, perhaps the main of which is the reasonable saving of class time, which allows to devote most of it to the study of already prepared self-study material.

The other side of the question of the importance of using self-studying is the presence of feedback, that is, monitoring the understanding of the information received by the teacher. In this regard, it is worth noting that, in addition to developing a homework system for the implementation of self-studying educational activities of the students, it is also necessary to develop a system of control tasks to determine the level of training and the degree of mastering of material reserved for self-study. In addition, it is possible to use tasks of a creative nature, such as projects, essays, reviews, which will make it possible to draw a conclusion about the ability to put into practice not only well-developed theoretical material, but also the skills and abilities of self-study on it (highlighting the main ideas of the text, their thesis presentation, the ability to use examples or visual information). In accordance with the formation of skills of the students, the task may gradually become more complicated, the direct assistance of the teacher will decrease, and the self-study of the students themselves will increase. This increases the efficiency of studying the material, since the time allotted for classroom lessons is used to discuss the conclusions made in the process of self-studying.

The application of self-study skills in practice allows students to increase the effectiveness of training, since it provides an opportunity to learn program material at a convenient time for them, helps to learn to use a variety of educational literature, computer technologies for learning a foreign language. As a result, the acquired skills of self-educational activities help graduates of higher education institutions to continue their language education in the field of professional activity after their graduation.