METHODOLOGICAL FOUNDATIONS OF THE ORGANIZATION OF EXTRACURRICULAR INDEPENDENT WORK OF STUDENTS

Abstract. The article discusses conceptual approaches to organizing independent work of students in higher educational institutions. The concept of "independent work" includes a type of educational activity directed by the teacher with the help of special educational materials, which is performed by the student without direct contact with the teacher or supervisor. There are different approaches to the concept of organizing individual work of students. The analysis of the methodology of organizing independent work of students was carried out through the analysis of many years of information sources and practical experience.

Keywords: extracurricular independent work, functions of independent work, methods of organizing independent work.

Currently, the requirements for the personal qualities of a modern student are becoming relevant – the ability to independently replenish and update knowledge, conduct an independent search for the necessary material, be a creative person. The orientation of the educational process towards a self-developing personality makes it impossible to study without taking into account the individual and personal characteristics of the trainees, giving them the right to choose ways and methods of learning. There is a new goal of the educational process – the upbringing of a competent person, future-oriented, able to solve typical problems and tasks based
on the acquired educational experience and an adequate assessment of a specific situation.

**Functions and goals of students' independent work**

The need to organize various independent activities with students is determined by the fact that it is possible to resolve the contradiction between the translation of knowledge and their assimilation in the relationship of theory and practice.

Independent work performs a number of functions, which include:

- Developing (improving the culture of intellectual work, engaging in creative activities, enriching the intellectual abilities of students);
- Informational and educational (educational activity of students in classroom classes, unsupported by independent work, becomes ineffective);
- Orienting and stimulating (professional acceleration is given to the learning process);
- Educating (professional qualities of a specialist are formed and developed);
- Research (a new level of professional and creative thinking).

Students' independent work is based on the principles of: independence, developmental and creative orientation, target planning, personal-activity approach.

Independent work of students is carried out in order to:

- systematize and consolidate the theoretical knowledge and practical skills of students;
- deepening and expanding theoretical knowledge;
- formation of skills to use normative, legal, reference documentation and special literature;
- development of cognitive abilities and activity of students: creative initiative, independence, responsibility and organization;
- formation of independent thinking, abilities for self-development, self-improvement and self-realization;

**Planning the student's independent work**

There are two types of independent work in the educational process of a higher educational institution: classroom and extracurricular.

Classroom independent work on the discipline is carried out in the classroom
under the direct supervision of the teacher and according to his assignments.

Extracurricular independent work is performed by the student on the assignment of the teacher, but without his direct participation. The mandatory academic load is regulated by the state educational standard of higher professional education for all theoretical training and for cycles of disciplines. The university administration plans the amount of extracurricular workload of students: according to the cycles of disciplines when drawing up a working curriculum; when drawing up a work program, the teacher plans the forms of organization and methods of control of extracurricular independent work of students.

When developing working curricula, the following are determined:

a) The total amount of time allocated for extracurricular independent work in general on theoretical training (as the difference between the maximum amount of time allocated for theoretical training in general and the amount of time allocated for mandatory academic load, elective disciplines, consultations on theoretical training);

b) The amount of time allocated for extracurricular independent work on the cycles of disciplines, taking into account the requirements for the level of training of students, the complexity and volume of the studied material in the disciplines included in the cycle;

c) The amount of time allocated for extracurricular independent work in an academic discipline, depending on the level of mastering of the educational material by students, taking into account the requirements for the level of training of students.

Planning of the amount of time allocated for extracurricular independent work on an academic discipline is carried out by the teacher and approved at the department.

The number of hours for extracurricular independent work of students in a separate academic discipline is the difference between the number of hours of labor intensity in the discipline (total hours) and the number of mandatory academic workload in the discipline (classroom hours).

When developing a work program for an academic discipline, when planning the content of extracurricular independent work, the teacher determines the content and volume of theoretical educational information and practical tasks on each topic.
that are submitted for extracurricular independent work, determines the forms and methods of monitoring the results.

**Organization of extracurricular independent work of students**

When starting to study a particular discipline, the student should carefully familiarize himself with the methodological recommendations for the student on the understanding of the discipline, the requirements of the program for this course. Methodological materials guiding the independent work of students are:

- collections of the main educational program of the specialty;
- guidelines for practical, seminar and laboratory classes;
- part of the educational and methodological complex for the discipline;
- methodological guidelines for the implementation of term papers and theses;
- lists of the main and additional literature in the work program of the discipline.

Methodological guidelines draw the student's attention to the main thing that is essential in the discipline being studied, help develop the ability to analyze phenomena and facts, link theoretical positions with practice, as well as facilitate preparation for the performance of tests, term papers and exams.

The essence of students' independent work as a specific pedagogical construction is determined by the peculiarities of the educational and cognitive tasks set in it. Therefore, independent work is not an independent activity of students to assimilate educational material, but there is a special system of learning conditions organized by the teacher.

The organization of independent work includes the following stages:

- Designing a student's independent work plan for the discipline.
- Development and delivery of tasks for independent work.
- Organization of consultations on the implementation of tasks (oral instruction, written instructions).
- Monitoring the progress and the result of the student's independent work.
- Designing an independent work plan, the number of hours allocated to each topic must be indicated. The distribution of hours depends on the complexity of the topic, the availability of educational materials on this topic. A number of topics can
be completely attributed to independent work, others may contain a minimum of independent work or not at all. A number of topics can be redirected to the study of an independent course, thereby maintaining the interdisciplinary connection of the educational process. The teacher develops tasks for independent work of students. This can be a link to a specific textbook, a collection of tasks, a textbook, normative reference literature. When writing collections of tasks, it is advisable to show the methodology for solving a typical problem, and then offer similar tasks for independent solution. It is recommended to provide tasks of increased complexity.

When issuing assignments for extracurricular independent work, it is recommended to use a differentiated approach to students. Before students perform extracurricular independent work, the teacher conducts instruction on the task, which includes the purpose of the task, its content, deadlines, estimated amount of work, basic requirements for the results of work, evaluation criteria. During the briefing, the teacher warns students about possible typical mistakes encountered during the assignment. The instruction is conducted by the teacher due to the amount of time allocated for the study of the discipline.

Tools for organizing independent work: workbooks, task forms, texts, audio-video recordings, lecture notes, collections of tasks, textbooks, tables, diagrams, tests, computer classes, methodical classrooms.

Control and management of independent work of students

Control of the results of extracurricular independent work of students can be carried out within the time allotted for compulsory training sessions in the discipline and extracurricular independent work of students in the discipline, can take place in written, oral or mixed form, with the presentation of the product or product of the student's creative activity.

As forms and methods of control of extracurricular independent work of students, seminars, colloquiums, tests, tests, self-reports, control works, protection of creative works, etc. can be used.

The control of the student's independent work can be established in the following forms: inclusion of the question proposed for study in the list of questions of examination tickets, test control, protection of written works, including abstracts,
term papers and control papers, speaking at a seminar, conference, participation in a round table, business game, Olympiads, etc.

It should be noted that when evaluating written works, it is necessary to adhere to the following criteria:

– the required volume and structure of the work;
– the logic of the presentation of the material;
– use of appropriate terminology, style of presentation;
– third-person narration;
– availability of links to information sources;
– the formulation of questions and the degree of their disclosure;
– performing the necessary calculations;
– formulation of conclusions based on the results of the work.

If the student's written (course, control) work does not meet the specified criteria, the discrepancies found should be reflected in the review and taken into account when evaluating the student for the work.

The criteria for evaluating the results of extracurricular independent work of a student are:

1. The level of mastering of educational material by students.
2. The student's ability to use theoretical knowledge when performing practical tasks.
3. The validity and clarity of the answer.

Management of students' independent work is carried out through various forms of control and training: consultations (installation, thematic). During which students should comprehend the information received, and the teacher should determine the degree of understanding of the topic and provide the necessary assistance.

Monitoring is carried out at lectures, seminars, practical and laboratory classes. It is conducted in the form of interviews, oral responses of students, control papers, tests, organization of discussions and debates, frontal surveys. The teacher frontally reviews the availability of written papers, exercises, tasks, and notes.

A) The current control is carried out during the verification and analysis of certain types of independent work performed outside the classroom. These are, as a
rule, works of an individual nature: reports, abstracts, term papers and theses.

B) Final control is carried out through a system of tests and examinations provided for in the curriculum. Forms of control should be adequate to the levels of assimilation: the level of understanding, reproduction, reconstruction, creativity

**Conclusion**

Independent work takes an important role in educating students' conscious attitude to mastering theoretical and practical knowledge, instilling in them habits of directed intellectual work. It is very important that students not only acquire knowledge, but also master the ways of obtaining it. The basic skills and abilities of independent work should be formed in secondary school. But, as practice shows, this most often does not happen. Independent work always causes students, especially first-year students, a number of difficulties. The main difficulty is connected with the need for independent organization of their work.

First-year students have difficulties related to the lack of skills of analysis, taking notes, working with primary sources, the ability to clearly and clearly express their thoughts, plan their time, take into account the individual characteristics of their mental activity and physiological capabilities, almost complete lack of psychological readiness for independent work, ignorance of the general rules of its organization.

Therefore, one of the main tasks of the teacher is to help students in organizing their independent work. This is especially important in modern conditions of development of society, when a specialist after graduation has to engage in self-education - to increase the level of their knowledge by self-study.

**References:**