



ORGANIZATION OF INDIVIDUAL WORK OF STUDENTS IN HIGHER EDUCATION

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ABSTRACT

The article presents the main approaches to the organization of individual work of students in the conditions of higher education. Analysis of studies on the presented theme allows defining a number of approaches in determining the essence of individual work, its characteristics and grounds for classification. The great attention is paid to the characteristic of different types of individual work of students in the conditions of the higher educational institution with substantiation of specific features.

KEYWORDS

Individual work, organization, stages of the higher educational institution, readiness, social and ecological readiness of teacher.

INTRODUCTION

Trends in the development of higher education allow us to state an increase in the share of individual work of students and a shift in emphasis from teaching to learning. In this regard, students need to form a system

of skills and abilities of individual work, to cultivate a culture of individual activity.



Individual work in the modern educational process is considered as a form of organization of learning, providing an individual search for the necessary information, creative perception and comprehension of educational material in the classroom, various forms of cognitive activity of students in the classroom and outside the classroom, the development of analytical abilities, skills of control and planning of study time, the development of skills and abilities of the rational organization of educational work.

In pedagogy, many teachers and psychologists dealt with the content and organization of individual work of students: Yu.K. Babansky [1], M.G. Garunov [3], B.I. Esipov [4], I.I. Ilyasov [5], N.F. Talyzina [7], A.B. Usova [8] and others.

Scientists consider the individual work of students from different positions: as an organizational form of education (R.A. Nizamov, M.I. Moro, etc.); as a form of organization of educational activities (N.F. Talyzina [7]); as a system of organizing pedagogical conditions (I.I. Ilyasov [5]); as a means of organizing learning (M.G. Garunov [3]); as a type of learning activity (I.P. Podlasy [11]); as a method of teaching (A.V. Usova [9] and others).

The ambiguity of interpretations of the essence of individual work has led to the multiplicity of approaches to the classification of types of individual work (V.P. Bepalko [2], B.P. Esipov [4], etc.). Scientists take as a basis various classification features: didactic purpose of individual work (B.P. Esipov, A.V. Usova [9]), the nature of the learning activities of students (V.P. Strezikozin), degree of individual (M.N. Skatkin), the role of individual work in the formation of concepts (A.V. Usova), the nature of cognitive activity (I.I. Malkin), the level of assimilation of knowledge (V.P. Bepalko), etc. Studying the problem of the formation of the social and environmental readiness of the future

teacher to improve the health of preschool children, we will consider in more detail the aspect of organizing students' individual work in relation to the research issues.

Consideration of the main stages of the organization of individual work of students in the conditions of the higher educational institution with a detailed characteristic of the essential features of each individual stage and its appointment in the process of professional training allows to present the declared process completely and like a system: planning, preparatory stage of the organization of individual work, direct organization of individual activity of students and their self-organization, self-control by students and control of the teacher, stage of adjustment of the process of organization of individual work. The definition of the role of the teacher and students at each stage of the organization of individual work in the conditions of the higher educational institution allows contenting the activities of each subject.

The presented aspects of the organization of students' individual work include consideration of such aspect as the quality of its organization. The quality of individual work of students is determined by the quality of its educational result in the form of formed competences and the quality of its preparation and implementation in an open information and educational environment. The author presents the factors that determine the quality of the organization of individual work: the quality of planning; the quality of methodological support; the quality of technological organization; the quality of coordination of joint activities; the quality of results' control. The factors determining the quality of educational results are also identified: the quality of information and research activities; the quality of self-motivation and self-organization; the quality of self-



monitoring and self-evaluation; the quality of network interaction.

ANALYSIS AND RESULTS

Using the research of Khramkova E.A. [10], we single out the following stages of organizing the individual work of future teachers of a preschool health-improving organization:

1. Planning the organization of individual work.

By planning, we mean the process of determining the place of individual work in the structure of the educational process, its role in the process of preparing students.

Planning for the organization of individual work includes:

- Analysis of the features of the professional training of future teachers of a preschool health-improving organization as a whole and the organization of individual work of students in it - the features of teaching preschool pedagogy and the main disciplines of the methodological cycle, as well as possible tools for self-study by students, should be taken into account;
- Taking into account interdisciplinary links, the complexity of professional training - it is necessary to take into account interdisciplinary connections, analyze the labor intensity of the educational program as a whole, training within the framework of the direction and its specific discipline;
- Planning the types of individual work - they must take into account the specifics of the direction of training;
- Planning the development of methodological materials - the level of preparation and development of skills of individual work of students in each course of their education and the

readiness of students to perform certain tasks should be taken into account.

The main task of the teacher is to prepare the training material in advance, analyze it, determine the approximate amount of time to complete the proposed tasks, and develop a fund of assessment marks. [12]

2. The preparatory stage of organizing individual work.

At this stage, the teacher determines the goals and objectives for students to perform individual work in the process of professional training. This will allow students to determine their own goals and ways to achieve them in the course of the proposed activity, to draw up a plan for individual work.

The preparatory stage of organizing individual work in the process of professional training includes:

- Providing tasks for individual work and methodological materials with step-by-step instructions for their implementation;
- Informing students about the forms and methods of quality control of work performance;
- Indication of criteria for evaluating self-control and identifying the results obtained.

3. Direct organization of individual activity of students and their self-organization.

At this stage of organizing individual work in the process of professional training, the following is carried out:

- The activities of students in the implementation of the tasks proposed by the teacher. Moreover, achieving the goal of organizing students' individual activities is possible if students realize it



and accept educational tasks. We note here the statement of L.P. Yakushkina, with whom we cannot but agree: “the student needs not only to be able to understand the goals proposed by the teacher, but also to form them himself, hold them until implementation, not allowing them to be forced out by others that are also of interest”;

- Self-organization of students in the performance of tasks proposed by the teacher, which implies, in addition to understanding the goals, their determination of the way to achieve them, drawing up a plan for individual work, independent choice of the "method of transforming the given conditions", the implementation of the "selection of funds for this transformation" and the determination of the sequence of individual actions. This requires students to have internal cognitive motivation, activity, creativity, responsibility, self-realization and reflection.

4. Implementation of self-control by students and control of the teacher.

One of the leading activities within the framework of this stage is the students' self-control of the acquired knowledge, which includes the assessment of intermediate and identification of the final learning outcomes. In order for the assessment to be more objective, students should be informed about the assessment criteria as early as the preparatory stage when designing the fund of assessment tools. Self-control of the acquired knowledge by students allows us to talk about increasing the awareness of the assimilation and application of knowledge by them, it is directly related to the manifestation of their activity [13]. The teacher in the process of professional training also realized control, which manifests itself in the form of checking and evaluating the tasks proposed to

students, highlighting typical mistakes and summing up the general results of students' individual work.

It is extremely important that the control realized by the teacher be comparable to the students' self-control, which allows avoiding the emergence of an internal conflict of the student's personality and his dissatisfaction with the educational process. In addition, this will contribute to the development of students' ability to adequately assess the level of their own achievements. At this stage of organizing individual work, the teacher analyzes the effectiveness of students' self-training.

5. The stage of adjusting the process of organizing individual work.

This stage involves the determination of ways to improve the process of organizing individual professional training, its adjustment based on the results of the previous stage:

- An objective assessment by students of their own knowledge gives them the opportunity to make changes in their actions to achieve the compliance of the results of their individual work with the requirements.
- The student's ability to correct their own actions to achieve the best results is an indicator of self-regulation and implies a certain level of competence of the future teacher;
- The results of the teacher's control of the tasks performed by the students at the last stage make it possible to make changes in the process of organizing individual work in order to further increase its effectiveness and further contribute to the formation of professional competencies of future bachelors. A significant aspect of the organization of individual work of students is the management of its quality. The quality of individual



work of students is determined by the quality of its educational result in the form of formed competencies and the quality of its preparation and implementation in an open information and educational environment.

Strekalova N.B. notes that the quality management of individual work depends on the quality of preparation and implementation by the teacher [6]:

- The quality of planning;
- Quality of methodological support;
- Quality of the technological organization;
- Quality of coordination of joint activities;
- Quality control results.
- The quality of educational outcomes depends on:
 - Quality of information and research activities;
 - Qualities of self-motivation and self-organization;
 - Quality of self-control and self-assessment;
 - Quality of network interaction.

CONCLUSION AND SUGGESTIONS

Individual activity of students, organized in this sequence, will achieve optimal results in the process of forming the social and environmental readiness of future teachers for the improvement of preschool children. The following types of individual work of students on the formation of their social and environmental readiness for the improvement of preschool children seem to us to be the most appropriate:

- a. Building a family diagram, by which we mean a schematic fixation of the characteristics of a particular family, characterized by the main typological features of the family (composition, age of family members), its potential educational opportunities, and the level of pedagogical competence of parents. To build a family diagram,

which serves as a support when planning work with a family of this type, a uniform structure is chosen both in terms of form and content. The construction of a family diagram and its presentation are carried out by students individually in several stages: acquaintance with a particular family, highlighting the basic characteristics of the family, its potential educational opportunities, choosing the forms of interaction with this family to solve problems of a socio-ecological and valeological nature, building a family diagram and presenting it to the group;

- b. Creation of a collage of health-saving and health-improving technologies available both for a pre-school health-improving organization and for implementation in a family setting. One of the obligatory varieties of the collage should be a selection of health-saving technologies and technologies for healing, taking into account the characteristics of the region in which the family lives. Creating a collage of health-saving technologies and technologies of recovery activates the mental activity of students, contributes to the development of practical skills and updating the background knowledge necessary to solve the problems of valeological education of preschool children in real practice;
- c. Development of a plan for the interaction of teachers of a specific age group of a preschool health-improving organization with the families of pupils to solve the problems of socio-ecological and valeological education. The plan is a detailed system of work with the designation of the topics of the year, month and week, as well as specific activities, both in the form of group classes, as well as subgroup and individual, depending on the specifics of the difficulties being solved;
- d. Designing an environmental center in a group room of a preschool health-improving organization



or in a separate room of a kindergarten. The project is a graphic development of the plan of the center with a detailed description of its content, substantiated by theoretical provisions from preschool pedagogy and the theory and methodology of environmental education for preschool children. Thus, the presented system of organizing individual work on the formation of the social and environmental readiness of the future teacher for the improvement of preschool children is organically integrated into the general logic of organizing the holistic educational process of the higher pedagogical school. The complexity and consistency of the presented stages of organizing individual work allow us to consider this area of activity as an effective way to form the social and environmental readiness of the future teacher for the improvement of preschool children.

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