

КНМ супроводжуються статичною та динамічною графікою, автентичними аудіо- та відеофрагментами.

Таким чином, ми розглянули один з варіантів комп'ютерної складової навчально-методичного комплексу з німецької мови як другої іноземної для учнів основної школи. Інші можливі варіанти та комбінації потребують подальших досліджень.

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#### SELF-DEFINED AND INDIVIDUAL LEARNING IN THE PROCESS OF ENGLISH FOR SPECIFIC PURPOSES STUDYING BY FUTURE INTERNATIONAL RELATIONS SPECIALISTS

*The article under consideration deals with the urgent problem of self-defined and independent learning implementation into the English for specific purposes studying process. The topicality of this survey is proved by depicting the differences and special features of both notions.*

**Key words:** self-defined learning; individual learning; skills; teacher-dominated; learner-centered; monitoring; teacher-controller; teacher-facilitator; project work; hitchhikers; motivation.

**Василишина Н. М. Самостоятельная и индивидуальная работа будущих специалистов по международным отношениям в процессе изучения профессионального иностранного языка.** В статье рассматривается актуальная проблема организации самостоятельной и индивидуальной работы в процессе изучения профессионального иностранного языка. Актуальность данного исследования доказана выделением различий и особенностей обоих понятий.

**Ключевые слова:** самостоятельное обучение, индивидуальное обучение, навыки; доминирование учителя, учащиеся, мониторинг, учитель-контролер, учитель-ведущий, проектная работа, следователь, мотивация.

**Василишина Н. М. Самостійна та індивідуальна робота майбутніх фахівців з міжнародних відносин у процесі оволодіння професійною іноземною мовою.** У статті розглядається актуальна проблема застосування самостійної та індивідуальної роботи у процесі вивчення професійної іноземної мови. Значущість дослідження визначається виокремленням відмінностей та особливих ознак обох явищ.

**Ключові слова:** самостійна робота, індивідуальне навчання, навички, домінування викладача, учні, моніторинг, учитель-контролер, учитель-ведучий, проектна робота, слідчий, мотивація.

There are a number of different terms used to describe independent learning, the most common being ‘self-regulated learning’. All these different terms describe very similar themes and processes, including students having an understanding of their learning; being motivated to take responsibility for their learning; and working with teachers to structure their learning environment. There is a consensus in the literature that independent learning does not involve students merely working alone. Instead, the important role teachers can play in enabling and supporting independent learning is stressed.

Models of independent learning build on the theoretical notion of learning styles. Of the many theories of learning styles, some suggest that individuals have different ways of learning, such as through written text or through imagery. This conceptualisation of learning has provided a useful basis for teachers and pupils to talk about learning. Pintrich (2000) proposes a theoretical model of self-regulated learning that emphasises the importance of individuals planning, self-monitoring, controlling and evaluating their learning activities. Zimmerman (2002) extends Pintrich’s model by emphasising the importance of motivation within self-regulation. Zimmerman suggests that motivation influences the three phases of self-regulation: forethought, performance and self-reflection **Aim of the article.** But, besides all these numerous thoughts, ideas, theories concerning independent learning, the matter of self-directed and independent learning of English for specific purposes by future international relations experts. So, the main purpose of

this scientific survey is to find out the aspects of mentioned above notions and define their place, roles, implementation in the teaching process.

**Peculiarities and roles of self-defined and independent learning while studying English for specific purposes.** In order to begin our investigation it will be necessary to define the skills required for independent learning. According to numerous investigations they can be divided into cognitive skills, metacognitive skills and affective skills.

*Cognitive skills* include memory, attention and problem-solving. Pupils need to have reached a certain level in their cognitive development, such as being able to decode basic information before they can embark on independent learning. Teachers are able to promote this cognitive development to encourage independent learning.

*Metacognitive skills* are skills associated with an understanding of how learning occurs, such as pupils being able to state how they learn and pupils being able to identify other people who help them with their learning.

*Affective skills* are skills that are related to feelings and emotions, such as developing a value system, then internalising and acting on these values [1, p. 162–174].

Thus, outlined skills of future international relations professionals are shaped step by step on different stages of individuality in studying. So, the first comes lower degree of it that is self-directed learning.

The advantages of *self-directed learning* are that it strongly encourages active learning, develops student autonomy and gives the responsibility for learning to the student. A self-directed learning approach is widely used when teaching adults, especially adult professionals, where it underpins the idea of the ‘reflective practitioner’.

Traditionally teacher is the main authority who guides the class and everything during the lesson is under his/her control. The *teacher-dominated* classroom is characterized by teacher's overspeaking that leaves less time to student practice and constantly passing judgment on student performance. Communicative approach denies this teacher-domination as learner is proclaimed to be the subject and the centre of the educational process.

*Learner-centered* instruction leads to greater individualization, encouraging students to perform with the target language; increasing personal sense of relevance and achievement. Thus, teacher shares his/her role and responsibility with learners facilitating studying, and plays a variety of roles. Character of teacher-student interaction, activities proposed, special organisation of the environment and, as a result, teacher roles reveal the peculiarities of the classroom.

Different scientists and methodologists, among them Douglas H. Brown, Kelly R., Byrne D., Harmer J. Bowen T., Marks J. and many others, stress that there are two conceptually different roles in educational process – teacher-controller (who is compared to a puppet-master standing at the front of the class and controlling everything) and teacher-facilitator (who maintains students' freedom) depending on the organization of the classroom either in teacher-dominated or learner-centred framework [1, p. 155–161].

*Teacher-controller* is in complete charge of the class. They control not only what students do, but also what language they use. This role may be useful on certain stages of the lesson, e.g. for introduction of new material, since the stage of accurate reproduction and drilling techniques needs to be carefully organized.

*Teacher-facilitator* has a less directive role when he/she steps away from the managerial or directive (controlling) role and allows students, under his/her guidance, to find their own pathways to success. A facilitator capitalizes on motivating students to discover language through using it pragmatically, creating rich environments and activities for linking new information to prior knowledge, providing opportunities for collaborative work and problem solving, and offering students a multiplicity of authentic learning tasks.

Teacher roles depend upon the purpose and nature of a wide range of activities proposed and the situation they are used in.

Donn Byrne proposes a model for classroom interaction which shows how teacher roles differ influenced by the tasks and activities in the classroom. When the activity is controlled, focused on accuracy and done with the whole class, teacher performs the role of conductor or director in order to keep the process flowing smoothly and efficiently and make sure that students know what to practice and to check whether they are doing well. If the activity is learner-oriented, aimed at accuracy and meant for a pair or group work, the teacher functions as organizer and monitor of activities [3, p. C.87–93].

*Monitoring* is important for watching and checking students' performance in order to help in case of necessity. The main reason for practicing whole-class fluency activities, is to get students to interact, to encourage them to participate. Often teacher needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about what to do next. In this case the teacher's main role is that of stimulator or prompter. When the activity is learner directed, focused on fluency, and done in pairs or groups, the teacher's role is to set them up (manager), and to be ready to help if asked for (consultant) [1, p. 155–161].

In the communicative language classroom teacher can also be an equal participant. Teacher's participation does not only improve the atmosphere in the class, but also gives the students a perfect chance to practise English with someone who speaks it better than they. The roles of tutorial, adviser or guide are applied when students are involved in *self-study or project work* and they are appropriate mostly at intermediate and advanced levels.

Acquisition of communicative competence presupposes interactive organization of teaching. Many scientists agree that interaction can be practically achieved through *group work*, which is the most effective way to maintain cooperation and communication. Group is not a random assemblage of independent individuals, say T. Gamble and M. Gamble, but is composed of individuals who interact verbally and nonverbally, who occupy certain roles with respect to one another, and who cooperate to accomplish a definite goal [4, p. 56–61].

Working in small groups places responsibility for action and progress of the whole group upon each of its members. It is difficult to «hide» in a small group. P. Johnson and M. Johnson speak about the principle of individual accountability and explain that it is in effect when each child knows that he /she may bear full responsibility for the information or the skills being learned by the group.

There are no *hitchhikers* – only full participants. So group work promotes learner *responsibility* and *autonomy*.

One more positive side of group work is that it is a step toward *individualized instruction*, opportunity for teacher to take into account every student's needs and abilities that are unique. Teacher can recognize and capitalize upon some individual differences (age, cultural heritage, field of study, cognitive style) by careful selection of small groups and by administering different tasks to different groups [1, p. 162–174].

Ukrainian scholars O. Pometun and L. Pyrozhenko, Americans P. Johnson and M. Johnson and British scholar Roger Gower also highlight such advantages of group work as positive interdependence, face-to-face interaction and group processing. Positive interdependence means that the efforts of every member of the group are useful and indispensable for the success of the whole group; every member brings a unique contribution into the work of the group due to either their abilities, knowledge, experience or their role in the group. Face-to-face interaction is personal cooperation that stimulates education and development of speech skills [4, p. 56–61].

Group processing is just as important to the classroom routine as are quizzes and other strategies for determining progress in the subject content. Teacher helps learners analyze what is working well in their group and what can be improved, offers suggestions when individual groups are having specific problems. Much of the group processing can take place in the target language, providing an additional area for meaningful communication within the classroom [1, p. 162–174].

We have outlined the vital role of self-directed learning and a group work as a part of it, but all mentioned above advantages don't fulfill completely intrinsic foreign language skills necessary for future international relations professionals. The key point is to prepare them for independent professional activities in the world of intercultural cooperation and foreign partnership.

As a result, we insist on mastering and development of independent learning skills and attitudes which are of vital importance for future vocational operation in the areas of business, economic relations, law, tourism, journalism and politics.

By *independent learning*, we mean that students learn a short topic which is defined by a tutor, but which wasn't taught. Students may collect material and write notes and answer questions, but this work is not marked by teacher. Instead, the results are assessed, perhaps with a short test [2, p. 13–15].

If series of independent learning assignments are set, tutor can give increasing responsibility to the students until they become able to learn unaided. During this time, you coach them in independent learning skills, but not in the topic they are studying.

At first, teacher may tell students of suitable resources and monitor their work, but the eventual aim is true independence. This requires that students learn how to find their own resources, how to discover and then correct their own learning deficiencies, and how to monitor their own learning by their own standards.

Great educational and logistical gains are bestowed by independent learning. At first, the time saved by not teaching some material will be used in monitoring and coaching students on their independent learning assignments. Eventually, however, substantial time can be saved. I hope the gains outlined below comfort you, if, like me, you suffer the indignity of discovering that your students sometimes prefer it to your teaching. So, in our investigation we have defined the crucial functions of independent learning as follows.

- It reduces the pace and pressure of teaching, thus enabling the teacher to deal with difficult material more slowly, and increase the proportion of time spent on active, student-centred activities.
- It increases motivation. The coaching involved encourages students to take full responsibility for their own learning; it challenges passive attitudes to learning and it teaches the active learner's coping strategies and mindset.
- Students develop independent learning skills and attitudes which are of vital importance for educational development and progression, where increasing job mobility and job transformation require independent learning skills and active-learner attitudes.
- Students can learn at their own pace, and in a manner which suits their own preferences and learning style [3, p. C.87–93].

**Conclusion.** So, self-defined as well as independent learning are very beneficial. Advantages claimed include enhanced academic performance; improved motivation and confidence; greater opportunities for differentiation in the classroom; greater inclusivity; and the laying of the foundations for students to develop as lifelong learners, which is held to be essential to their future prosperity and happiness.

There is, however, some need for caution here as the evidence base derived mostly from case studies and observation cannot confirm that the reported benefits are entirely due to independent learning. It appears from the literature that the main challenge in implementing independent learning is the focus on curriculum delivery and whole-class teaching which conflicts with the role of the teacher in fostering independent learning. Teachers' perceptions of how pupils learn may not correspond to the conceptualisation of independent learning, posing a barrier to the introduction of independent learning – a barrier that may be overcome by providing teachers with the necessary advice and support.

Taking everything into consideration it will be reasonable to sum up that, according to our research, self-defined and independent learning are different things, implementation of each one should be done in coincidence with future international relation experts' skills, needs, possibilities, interests and motivation.

Unfortunately nowadays education of high school applies self-defined learning because of low motivation, «elementary» level results in English for specific purposes. In order to introduce independent learning more widely, new teaching approaches should be used which can be the next step in further investigations.

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### INNOVATION AND TRADITION IN MIXED FORMS OF TEACHING STUDENTS NON - LINGUISTIC SPECIALTIES

*The article is dedicated to the developed distance method. Distance teaching allows you to embed interactive technology presentation, receive a full learning, improve the skills of employees in geographically dispersed locations. The teaching process can take place anywhere and at any time, the only condition - access to the Internet.*

**Key words:** student, Internet, distance teaching, mixed forms.

**Ахмад І. М. Інновації і традиції в змішаних формах навчання студентів не лінгвістических спеціальностей.** Стаття присвячена дистанційному методу навчання. Дистанційне навчання дозволяє впроваджувати інтерактивні технології викладення матеріалу, отримувати повноцінну освіту, підвищувати кваліфікацію співробітників в територіально розподілених місцях. Процес навчання може відбуватися будь-де і в будь-який час, єдина умова – доступ до мережі Інтернет.

**Ключевые слова:** студент, Интернет, дистанционное обучение, смешанные формы.

**Ахмад І. М. Інновації і традиції в змішаних формах навчання студентів не лінгвістических спеціальностей.** Стаття присвячена дистанційному методу навчання. Дистанційне навчання дозволяє впроваджувати інтерактивні технології викладення матеріалу, отримувати повноцінну освіту, підвищувати кваліфікацію співробітників в територіально розподілених місцях. Процес навчання може відбуватися будь-де і в будь-який час, єдина умова – доступ до мережі Інтернет.

**Ключові слова:** студент, Інтернет, дистанційне навчання, змішані форми.

In studying this topic, we must first consider what teaching is. Teaching is a special pedagogical process, the kind of learning activity in which the quantity and quality of the elements of knowledge and scholarship students are brought to the proper level. But, without methods the goal cannot be reached, the teaching is not filled with cognitive activity.

We know many classifications of teaching and learning methods. Despite this, we should not seek to create one particular method. Teaching is an interesting and multifaceted process in which much is known only from practice.

Distance teaching allows you to embed interactive technology presentation, receive a full learning, improve the skills of employees in geographically dispersed locations. The teaching process can take place anywhere and at any time, the only condition - access to the Internet [2].

Also, distance learning is defined as «the technology of obtaining knowledge by means of telecommunications, where the interaction of the learner and the teacher goes the distance.» In distance learning the role and requirements for teachers change. Lectures are a fraction, the teaching process focuses on students' creative research information, the ability to independently acquire the necessary knowledge and apply them in solving practical problems with the use of modern technology [3]. Teachers of distance courses should have a universal training – own modern pedagogic and information technologies, to be psychologically prepared to work with students in the new learning and cognitive environment. Through such means of distance learning, as discussion forums, electronic discussion of the acquired material, mailing lists, a new learning environment in which students feel part of the team, increases motivation to learn [2]. Teachers must own methods of creating and maintaining a learning environment, develop strategies of this interaction between the participants of the educational process, to improve creativity and their own skills.

In the West, this form of teaching and learning has appeared quite a long time and is very popular among students through its economic performance and the effectiveness of the learning. Distance learning is called «education throughout life» because the majority of students are adults. Many of them already have a higher education, but due to