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The article deals with the problem of students' independent work activation using considerable conditions, factors, techniques, educational environment for successful students' independent work organization progressive practical English classes nowadays.

Key words: *activation, approach, education, factors, students' independent work, students' independent work organization.*

Actuality. Nowadays, the system of education is based on organization of students' independent work and development of a person's creativity. English learning needs to be well-planned, well-organized and well-motivated for progressive education. The reasons and factors which stimulate students to a productive process of a language learning should be taken into consideration when organizing students' independent work.

The analysis of recent researches and publications. The issue of organizing students' independent work in the pedagogical and methodological literature has been studied by many foreign scientists such as S. Hadavand, D. Lynch, Ch. Knapper, B. Meyer, T. Heick, S. Krashen as well as by the others. The studied publications proved the importance of students' independent work organization and its activation at higher school.

The purpose of the article. The purpose of the article is find out the factors and techniques which would be used in organizing and activating the students' independent work, and planning the curriculum for future specialists today.

Research results. The analyses of the studied materials have shown that motivation is the main factor for students' independent work organization. It stimulates students' productivity, encourages students' independent work, and self-training. The conditions that increase motivation should be the following: the high self-estimation of a student, materials should belong to proper students' level, foreseeing purposes of teaching activities, understanding the importance of studying the language, work with interesting materials, have opportunity to make decisions and feel responsibility for participating, and experience more success than failure.

The analyses of the materials [10; 8; 7] have proved that such factors as grammar-based teaching, teacher's behaviour, course contents and teaching materials, effects of low test score, classroom environment and lack of self-confidence and interest can cause demotivation.

For example, the exploring of Pakistan students proved that course content and teaching materials can be the most strong demotivating factors of education if they are not interesting, important, and necessary. Though, the instrumental motivation is considered to be the source of students' motivation [10].

It has been proved that the teaching strategies used in the process of education influence on students' independent work at English learning. If a teacher offers proper learning styles, a number of exercises, levels of teaching, grammar drills, he helps students to use the language regularly.

The analyses of the studied resources [1; 6; 2] have showed that there are some strategies that can activate students' independent work organization, improve the level of education such as interactive vocabulary-building exercises, the writing models, peer response and editing, cooperative learning, student-chosen texts.

Thus, cooperative learning is regarded as an effective factor when organizing students' independent work. By allowing the students to engage in meaningful discussion, they begin to learn to analyze literature and participate in an educational process that they will find more interesting than a general lecture [1].

The analyses of the studied materials [1; 6; 2] showed that some techniques are very useful when activating students' independent work, namely: classroom learning vs. outside practice, creation in-class strategies, taking the time to teach students basic principles in second language acquisition, using technology to garner motivation and student interest. Also, it is believed that goals, explicit instructions and ideas on strategies, setting up English speaking peer groups, maintaining a classroom library, decreasing Teacher Talking Time will allow a teacher to activate students' independent classroom work [1].

The analyses of the materials [3; 9] have shown that among the main factors which influence the successful students' independent work organization in English we can find the students' learning environment. If students feel comfortable, study in positive atmosphere and have no tense during their practical classes, they will have motivation to study faster.

Thus, Terry Heick in his articles is sure that an effective learning environment is represented with the features of students' curiosity, a variety of learning models, classroom learning "empties" into a connected community, personalized learning; persistent, authentic, transparent, and never punitive assessment; balanced and transparent criteria for success; modeled learning habits. Their activation and use in student's independent work organization can create good conditions for practice. He writes that a variety of learning models should be used when teaching English, such as inquiry-based learning, project-based learning, direct instruction, peer-to-peer learning, school-to-school, eLearning, mobile learning, the flipped classroom, etc. [3].

The analyses of the studied resources [5; 4; 2] have showed that comprehensible language input plays the main role in organizing students' independent work. Its activation helps students to learn language naturally.

For example, Stephen Krashen was sure that the "input" for successful studying was the language curriculum. He wrote the input received by a student had to be comprehensible. So, the curriculum should be developed according to the student's language level. Students will be motivated to succeed if they have the feeling of success at their level of language learning [5].

Also, it should be said that a theme-based curriculum with interdisciplinary connections according to the level of knowledge can help students to get a profound knowledge not only in English but also in different subjects when activating students' independent work organization. When students study English proficiency and they see connections of the language learning to other subjects of the curriculum, they become involved in the language learning automatically. If we compare the results of their language level before and after studying the special course of English in their specialty, we can observe better results. The students can master and speak a foreign language faster [4].

The analyses of the studied articles [5; 11] have shown that a student's personality and support can also be regarded as factors of students' independent work organization in English learning. Students' personalities are different and need a number of strategies to manage and organize the educational process effectively. The key ingredients with helping balance all personality types is encouragement, understanding, and a structure of rules.

For instance, if students are introverted, they should be provided with additional meetings with the teacher after the lesson. If students are unmotivated and have no desire to learn or study, the educator needs to make the student understand how the subject is relative to their lives. If students' lack of confidence causes them to pull back and become uncomfortable with participating in class the teacher needs to give individual attention to them and encourage them when they do something badly. If the student is a loner, try to pair him with another student who is not as judgmental and works well with everyone [5].

Conclusion. So, motivation, teaching strategies, comfort in education, learning environment, support, comprehensible input, student's personality which stimulate, direct, and encourage students to successful and progressive learning are the main factors that activate students' independent work and should be taken in consideration when teaching effectively.

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