Issues On Innovative Approaches To The Formation Of Independent Work Of University Students

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Abstract: The article deals with the organization of students' independent work, innovative forms and teaching methods that ensure the implementation of an individual personal and professional development process for future specialist.

Key words: innovative educational technologies, competencies, professional competencies, innovative educational technologies, information culture, interactive learning.

The transition to a new socio-economic lifestyle, the strengthening of the processes of democratization and humanization, the transition to a personality-oriented paradigm of training and education, which opened the door to the teacher to the world of innovations and new educational technologies and paradigms, simultaneously updated many problems and questions to which so far no clear answers were received. Practice shows that the most acute issues are related to an attempt to explain what higher education should be like in the XXI century, how to prepare a specialist in accordance with the standards of the third generation, which will contribute to the maximum implementation of the competency-based approach in the training of future specialists, what innovative educational technologies will become fundamental in the organization of independent work of students, etc.

This approach to the analysis and evaluation of innovative technologies used is due to the need to reorient the processes and results of education towards the formation of those competencies that are primarily demanded by employers, and for which the university is responsible. Of course, when solving the stated problem, it is necessary to take into account the opinion of students as subjects of the educational process, called upon in the future to realize the competencies necessary for successful professional activities. Therefore, students were invited to

note the most important competencies for future professional activities, as well as indicate those competencies to which the university does not pay due attention. The analysis of the obtained data showed that students identify social competencies as the most significant, related to the realization of the need to succeed, the formation of the abilities necessary to work in a team, establish positive interpersonal relationships, organize and plan their own activities, make adequate decisions in accordance with emerging situations. In addition, such competencies were named as the ability to "generate" new ideas (creativity), knowledge of foreign languages; leadership, the ability to adapt to new situations, as well as information management skills [1].

In order to actualize the declared topic and optimize the educational process, similar studies were conducted at the Stavropol State Medical University. Based on the results of the survey, competencies were identified as priority for students, which we divided into two groups: professional and social. Professional competencies are associated with the performance of the functions prescribed to representatives of the practical healthcare system, which for students seems to be in demand in the future. The most significant at this stage for them were the following social competencies: the ability to criticize and self-criticize, competence in the field of interpersonal relations and constructive resolution of conflict situations, the ability to work in an interdisciplinary environment and generate new ideas (creativity), the ability to work in a team, command of organizational and managerial competencies, the pursuit of success [4]. It should be noted that the formation of the listed competencies has a rather strong influence not only on the development of professional competencies, but also on the professionalism of the activity as a whole.

Considering the opinion of students and employers regarding the training of future specialists, we believe that the university needs focused work to create conditions that ensure the quality of the educational process. Among these

conditions, we consider the introduction of innovative educational technologies in the educational process and the preparation of university teachers for their widespread use. And if innovative educational technologies are widely used along with traditional ones in the professional activities of a modern teacher of higher education, then this will allow for the effective implementation of a competent, practical-oriented and professional-personal approach.

The appeal to innovative psychological and pedagogical technologies in the process of preparing a competitive personality of a future specialist is not accidental. Researchers identify as their main features such as dialogic thinking, feedback, forced activation of thinking and behavior, increased emotionality, reflection, which allow you to change the content of the educational process and the position of students in this process. Practice shows that the use of innovative psychological and pedagogical technologies allows us to change not only the attitude of students to teamwork in the action of "teacher - student", but also to independent work, to improve the quality of its implementation.

It is known that in the standards of the third generation, independent work is given special importance to students, it is considered as an important component of the educational process. Strengthening the role of independent work in the training of future specialists means a fundamental review of the organization of the educational process at the university. Today, the educational process should be structured so that students, as interconnected, develop, on the one hand, the ability to self-educational activity (the ability to learn independently), on the other hand, the ability to self-development, self-realization, successful socialization, which ensure successful adaptation not only in the profession, but also in other fields of activity [5].

The tasks set can be solved quite productively if the teacher, when developing materials for independent work of students, uses tasks of a different level plan. In particular, tasks that are reproductive, reconstructive, heuristic, and creative are

quite popular today. We will conduct a detailed analysis of the characteristics of the main types and forms of reporting of independent work having different levels of complexity.

So, tasks for the reproductive level (work on the model) involve solving problems on the reproduction of knowledge and skills. All data for finding the desired one, as well as the way the task is performed, is presented explicitly in the task itself or in the corresponding solution algorithm (instructions). These include the fulfillment of test tasks (open, closed, for logical sequence, for compliance), computer testing, the implementation of training exercises according to a given algorithm, the preparation of methodological developments on the model; fulfillment of tasks on computer simulator programs, compilation of a dictionary of basic terms, compilation of a bibliography and review of the main primary sources. Reporting forms include completed test tasks, methodological development, a glossary of terms, a bibliographic index, etc. [2].

A characteristic feature of the reconstructive level of students' independent work is that the task itself communicates the general idea of the solution, and the student needs to develop it in a specific way or methods in relation to the conditions of the problem. The student relates the task to others already known to him. Moreover, the main thing is the actualization of existing knowledge, the ability to select and attract the necessary knowledge to solve the problem. The main types of tasks in the framework of this type of work are writing a summary of the lecture (article, book, methodological development, etc.), annotations to the article, script for the event, educational and methodical material; compilation of a logical reference diagram of abstracts, reports, chronological tables, addresses of best practices (innovations), classifiers, a choice from the proposed ones or independent development of algorithms, methods for solving the problem, etc. Reporting forms may include a resume, review, abstract, logical diagram, abstract,

report, pivot table, reference book of best practice addresses, abstract, analytical report.

The independent work of students of the heuristic level involves the creation of non-standard situations, the solution of non-standard tasks. It is based on the search, conjecture, the formulation and implementation of the idea of a solution. However, the search is partial in nature, necessary only for the implementation of any fragment of the general task. These may be tasks such as compiling an analytical report, developing computer models, analyzing and solving problem situations, problems, selecting diagnostic tools, testing and generating treated data, solving proposed cases, drawing up models of the ratio of "dominant" concepts to the topic of the course, developing plans, summaries, scenarios for the proposed topic of the corresponding event, the implementation of tasks using art technologies (bibliography, art, music, drama, fairy tale therapy), analysis of video materials and the formation of guidelines, etc. Reporting forms can be analytical information, a computer model, a report in a given form, a model of the correlation of concepts with commentary, a plan, an abstract, a scenario, a product of the creative activity of art technologies (drawing, collage, sincwine, composition), an analytical report in a given form, etc.

When performing the research (creative) level of SR, the highest level of student independence and cognitive activity is manifested. Creative work requires a deep penetration into the essence of the phenomenon under study, the search for new ideas in solving problems. During the fulfillment of a creative assignment, a student develops such qualities as a new vision of a problem in a familiar situation, the ability to detect new functions of an object, the ability to find a new way to solve a problem, the flexibility of thinking, and the willingness to abandon an erroneous decision based on several well-known ones. In this case, the following types of tasks can be used: writing abstracts, articles, essays, developing collective, creative affairs, producing and developing didactic tools, developing

questionnaires for research, self-compilation of problem tasks, situations, modeling of production situations, professional and personal card of specialist's self-development, collection of empirical material for term paper, research reports, development and protection of projects, compilation of advertising of innovative experience, independent compilation and execution of cases on current issues of science and practice, inventing and playing back business situations, etc. As reporting forms, students prepare articles, abstracts, essays, didactic material, including their own development, a model of a professional-personal card, a report on the results of the study, a project, an advertisement, a framed case, etc.

This raises the question: what specific methods of influence and learning can ensure the effectiveness of the organization of students' independent work? In our opinion, the most effective in practical activities are interactive teaching methods:

- methods for creating positive motivation (building a system of professional prospects, emotional stimulation, taking into account personal achievements);

methods of organizing interactive cognitive activities (discussion, problem solving, situation analysis, educational research);

- methods of generating creative ideas (methods of synectics, associations, inversion, empathy, fantasy);

reflective-evaluative methods (analysis of the results of control and self-control, diagnosis of educational difficulties, assessing the significance of acquired knowledge, skills);

methods of developing a personal educational learning environment (updating the student's personal experience, practical orientation, open planning of self-learning and self-development).

Another, no less important, is the question of choosing the form of organization and checking independent work. It seems that the control of students' independent work can be carried out both individually and through work with the group.

One of the innovative ways of organizing students' independent work, allowing to realize an individual trajectory of professional and personal development of a specialist, is a portfolio. This form of work allows students to develop the ability to analyze and evaluate the process of their own development, general cultural and professional competencies. A portfolio, representing a set of students' work (students, undergraduates, interns, graduate students), their achievements, fixed in the idea of certificates, certificates, diplomas, etc., allows you to combine individual aspects of their activities into a more complete picture. In general, a portfolio is a pre-planned individual selection of achievements.

The main settings that ensure the effectiveness of the implementation of portfolio technology in the preparation of medical students include the following:

- the portfolio accompanies the student throughout the training;

- the collected material remains with the author and can be used in assessing the personality and activities of a future specialist;

- the portfolio can be used by students as a reflection of their personal and professional development;

- the structure and content of the portfolio can be determined both by the student and in the process of joint discussion with other stakeholders, etc.

Portfolio structure may include the following sections:

- educational-methodical (fragments of preparation for seminars on subjects of the medical cycle; computer presentations of projects; video clips of seminars; assignments on independent work; publications of authors in domestic and foreign medical journals, etc.);

- scientific (course and diploma projects, speeches / presentations at scientific / practical conferences and seminars, etc.);

- additional information (reviews of the supervisor and other teachers, characteristics of the dean's office, employer; membership in public research

organizations; incentives and insignia in the form of letters and diplomas, certificates; grants, awards of the faculty, university, awards, etc.).

Portfolio can be used when designing a life strategy, interview with the employer. In addition, portfolio technology provides increased motivation and social activity of students, develops their information culture. But its main thing is the purpose of improving the quality of the educational process by increasing the activity and independence of its subjects. Of course, the use of this technology is accompanied by certain difficulties, which is due, first of all, to the laboriousness in time and energy consumption of both the teacher and the student, as well as the difficulty in determining the criteria for evaluating the portfolio [3].

The analysis of the stated problem allows us to conclude that the effectiveness of the learning process in higher education and the organization of students' independent work are ensured through the integration of the reproductive, reconstructive, heuristic and creative levels of tasks in the process of interaction between the teacher and students. Such an approach to training allows you to bring a personality to a new level of development, increase its competitiveness, build up the ability for independent creative activity, ensure the formation of a positive verbal and visual image, teach a future specialist to conduct constructive negotiations, help him master the techniques of "heuristic optimism" (orientation success) and technologies for managing one's reputation, gaining self-confidence, overcoming complexes, forming internal motivation for professionally-personal self-improvement and self-development.

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