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## **FUTURE TRANSLATORS AND FOREIGN LANGUAGE TEACHERS INDEPENDENT WORK ORGANIZATIONAL FEATURES IN HIGHER EDUCATIONAL INSTITUTIONS**

**Аннотация:** в статье рассматриваются социально - экономические преобразования и политические изменения, которые происходили в мире в последние десятилетия. На современном этапе развития науки и образования от университетов требуется подготовка всесторонне эрудированных, грамотных, высокообразованных, квалифицированных специалистов, способных составить конкуренцию на рынке труда, быть полезными для развития своей профессиональной области, имеющих высокий теоретический и практический уровень подготовки, умеющих творчески и продуктивно мыслить.

**Ключевые слова:** университет, образование, наука, педагогика, навыки, самостоятельная работа студентов.

**Abstract:** the article deals with the different ways of transformation concerning socio-economic and political changes that have taken place in the world in recent decades. The development of science and education requires to prepare

competent, highly educated, qualified specialists who can compete in the labor market, as well as to be useful for their professional field.

**Key words:** education, science, pedagogy, skills, self-assessment work of students, University.

Socio-economic transformations and political changes taking place in the world require modern universities to prepare literate, highly educated, qualified specialists who can compete in the labor market, be useful for the development of their professional field, have a high theoretical and practical level of training, and are able to think creatively and productively.

Today the translator profession and foreign language teacher are of extremely importance among graduates of schools and gymnasiums in the Russian Federation. For admission to higher education institutions in the country in the chosen specialty, a high level of training is assumed. In turn, graduates of Russian universities must possess the skills and fluency in a foreign language as a way of everyday and business communication in the framework of their professional activities. An important role in the training of such personnel is played not only by properly organized and conducted at a high scientific level lectures and practical classes, but also by well-thought-out and planned independent work of students studying foreign languages in higher educational institutions of the country.

Various aspects of the problem are reflected in the works of many well-known domestic and foreign researchers. Classification of independent work on different grounds were presented by D. Naryshkinym, B. Nevzorov, I. Malkina. Didactic bases of independent work were studied by V. Antropov, V. Buryak, B. Likhachev, P. Pidkasisty, M. Soldatenko. The need for close attention to the independent work of students of higher educational institutions was emphasized by S. Archangelsky, M. Danilov, and S. Zinoviev. Despite such a wide interest in different directions to the issue of studying independent work, the problem of organizing independent work of students-philologists in the process of studying in higher educational institutions of

Russia was not the subject of special research, which caused the relevance of the chosen topic.

It is necessary to note the variety of the “independent work” concept. Thus, the analysis of pedagogical sources [1; 2] showed that many authors interpret this concept in different ways. Interesting is the opinion of S. Archangelsky, who understands independent work as the search for the necessary information, combining knowledge and further using it to solve educational and scientific professional tasks. In this case, p. Archangelsky defined the main elements of independent work, referring to them: creative perception and correct understanding of the educational material during lectures, tests, exams, course, qualification, master's works [2].

Another point of view to the concept definition was given by O. Negrivoda, who thinks that independent work is an integral, mandatory component of educational and research work. In her opinion, it is the effectiveness of independent work that largely determines the quality of professional training of future translators and teachers of a foreign language [2].

A. Zimnaya under independent work defines purposeful, internally motivated work structured by the object itself in the aggregate of performed actions and corrected by it in the process and according to the result of the activity. A. Zimnaya draws attention to the necessary points in performing independent work: a sufficiently high level of self-awareness, reflexivity, self-discipline, and personal responsibility. All this, of course, gives the student a certain professional satisfaction as a process of self-improvement and self-knowledge [2].

Departing from the opinions of certain authors, it can be noted that in modern pedagogy, independent work of students is understood as one of the forms of the educational process. Independent work of students is planned in advance and is performed under the guidance of the teacher, but without his direct participation. It is the independent work of students of higher educational institutions that completes the tasks of all types of educational work, and is also the main reserve for improving the efficiency of training future translators and teachers of a foreign language.

Let's note a number of functions of independent work of students of Philology: educational, cognitive, stimulating, educational, developing. Educational function-processing of primary sources, promotes systematization and consolidation of the received theoretical knowledge and practical professional skills. The cognitive function is to acquire new knowledge, expand the scientific horizons of students of Philology, because to study foreign languages independently means to expand your horizons, train your memory, and get new opportunities in life. Most foreign language departments are working to expand students' understanding of the current state and prospects for the development of Russian language education. The corrective function provides for the understanding of new theories, scientific concepts, categories, approaches to the study of the essence of various concepts, directions of development of science. Educational function-the formation of the student of Philology will, focus, responsibility, initiative, discipline, organization. The developing function is the development of creative and research abilities of students-philologists. Here it is necessary to distinguish three levels of independent activity of students-philologists: reproductive (training), reconstructive and creative (search) level.

In the structure of independent work, it is customary to include the following components: motivational links, setting a specific task, choosing ways to perform it, Executive link, and control [3].

The conditions necessary for the successful completion of independent work include: motivation of the educational task; clear statement of cognitive tasks in order to form special skills for students-philologists necessary for further research work, the ability to succinctly Express their thoughts in a foreign language, analyze what they saw and heard; compliance with the algorithm, method of work, knowledge of how to perform it; clear definition by the teacher of a foreign language of forms of reporting, the amount of work, the timing of its implementation; well-thought-out control over the knowledge of students of Philology (in particular, all aspects of communication: reading, listening, verbal communication, writing).

Thus, independent work is important in the process of learning foreign languages, is one of the main means of updating the potential of each student of Philology.

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