
THE ROLE OF INDEPENDENT WORK IN ENGLISH IN DEVELOPMENT OF INTERCULTURAL RELATIONSHIP



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ABSTRACT

The article presents the types of students' independent work of a country geographical character, which are used by teachers in the system of practical classes in the English language. The forms of independent work of a country geographical character are of great educational and educational value in the development of intercultural relations among students in the process of learning English.

Keywords: *practice, system, development, intercultural, relation, character, geographical.*

In teaching practice, each type of students' independent work is represented by a wide variety of types of work used by teachers in the system of practical lessons in a foreign language. Such a variety of types of work undoubtedly includes types of students' independent work of a country geographic character, which contributes to the formation of intercultural relations among students. Let's list the most common and effective ones:

1) Working with the book. This is a work with a foreign text, including regional geographic material: retelling of the regional geographic content of a foreign text; preparation of a planned response to a read foreign text of a country geographic character; a short synopsis of a foreign text of a country-specific character; search for an answer to questions previously posed to the text; analysis, comparison, generalization and systematization of foreign material in several paragraphs. Working with foreign primary sources, reference books and popular science literature, taking notes and summarizing what has been read.

2) Exercises of a country geographic character: training, reproducing exercises according to the model; reconstructive exercises; compilation of various tasks and questions and their solution; peer review of students' answers, assessment of their

activities in a practical lesson; various exercises aimed at developing practical skills and abilities.

3) Solving various tasks and performing practical work of a country geographic character.

4) Various students' independent verification works of a country geographic character, tests, dictations and essays.

5) Preparation of reports and essays of a country geographic character using foreign literature.

Most of the listed types of students' independent work of a regional character contributes to the development of intercultural relations among students. The listed types of independent work can be compiled for different levels of independent learning activities of students, i.e. assigned to each of the four types of independent work listed above. There is a huge arsenal of various independent works of regional geography for a variety of didactic purposes, available to the creatively working teacher. The variety of independent work excludes prescription instructions for their implementation [Grigorieva, 1971: 26]. However, any work of a country geographic character should begin with the students' awareness of the purpose of the action and the method of action. Such work of a country geographic character contributes to the development of intercultural relations among students. The efficiency of all work largely depends on this.

The study of the work experience of leading teachers in a foreign language shows that one of the main features that distinguishes the level of their skill is the ability to use in their work a variety of complementary students' independent works of a country geographic character, which take into account the educational capabilities of students in the field of using foreign literature.

Today, a bad lesson is mainly characterized, first of all, by the fact that at this level the majority of students spend their time idly, do not work. In the lessons of the great masters, students perform a significant part of the lesson with a variety of independent work [Dobrovich, 1987: 15].

Observing the practice of organizing students' independent work of a country geographic character and analyzing the results of the performance of a large number of such works by students allow us to highlight the most common shortcomings in their organization: there is no system in the organization of work, they are random in content, quantity, and form; the level of the proposed independence of a country geographic character does not correspond to the educational capabilities of the

student, the individual approach in the selection of tasks is poorly expressed; independent work of a country geographic character is monotonous, their duration is not optimal for this group.

In order for students to be able to independently describe a particular object or phenomenon while completing an educational assignment of a country-specific character, solving the educational problem and correctly performing all operations, it is necessary:

- a) to clearly formulate the assignment for description, indicating its boundaries - minimized or expanded;
- b) to present an object for observation in nature or a model, on a diagram, geographical map, drawing;
- c) to give all the previously studied basic concepts, as well as present a ready-made map of the description language - the name of the object and its constituent parts, including terms of a country-specific character, symbols, code marks;
- d) to define boundaries and provide guidelines for self-recognition of essential signs of similarity and difference; if necessary, give a hint - where, how and what signs to look for.

For the effective formation of intercultural relations among students, the teacher's task is, first of all, to create the necessary conditions for the implementation of students' independent work of a country geographic character in the lesson, the most important of which are:

- gradual introduction of types of students' independent work of a country geographic character, different in degree of complexity and stimulation of mental activity;
- the obligatory preparation of students to complete assignments (communication of initial knowledge and teaching general educational skills);
- a variety of types of autonomy of work of a country geographic character used in teaching each academic subject;
- selection of tasks that contribute to the awakening of interest in their implementation, containing feasible difficulties;
- familiarizing students with the sources of obtaining the information necessary to complete the assignment;
- provision of assistance by the teacher, if necessary, in the work;
- teaching students self-control techniques when performing work;

- the obligatory check by the teacher of students' independent work [Esipov, 1961: 22].

Consultations and additional classes are held with students outside of school hours, and are used in some cases to meet the need of some for in-depth study of some issues of the course that are not included in the content of optional classes, in others - to eliminate the lag of individual students in the apprenticeship, to eliminate gaps in their knowledge and prevention of academic failure [Myasishchev, 1970: 10]. A special category is represented by the forms of independent work - all kinds of subject circles, scientific societies, olympiads, competitions, etc. All the work of students is carried out here on a voluntary basis, the composition of students by age and group of study is heterogeneous. They are supervised by subject teachers, invited experts in a particular field of knowledge [Chark, 1977: 12].

The forms of independent work of a regional character are of great educational and educational value in the development of intercultural relations of students. They are diverse and require erudition and creativity from the teacher.

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