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## ORGANIZING STUDENTS' SELF-STUDY AS A COMPONENT OF FOREIGN LANGUAGE LEARNING AT HIGHER EDUCATION INSTITUTIONS

*The article substantiates the theoretical and methodological foundations of organizing students' independent work in foreign language instruction at higher education institutions. Independent work is considered as an integral system of organizational, psychological, and didactic components of educational activity aimed at developing personal and professional autonomy of future specialists. The structure of independent work as an activity is analyzed, including its subject, object, motives, goals, conditions, process, product, and learning outcomes. Particular attention is paid to internal and external conditions of students' learning activity, as well as to the role of motivation, cognitive interest, and professional orientation in the process of foreign language acquisition.*

*The system of general didactic, professionally oriented, and linguodidactic principles of organizing independent work is revealed. Among them, the principles of activity, consciousness, systematicity, accessibility, professional orientation, and communicative-functional focus of instruction are identified as key.*

*It is proved that the main goal of independent work in foreign language learning at higher education institutions is the formation of foreign language communicative competence, information culture, and readiness for professional self-education. Models of interaction between the teacher, the learner, and the learning material, as well as forms of organizing independent work (individual, pair, group, and collective), are outlined. A classification of methods for organizing independent work into training and research-oriented methods is proposed depending on the nature of activity and the level of students' autonomy.*

*The results of the study can be used to improve the content and organization of students' independent work in the process of foreign language learning.*

**Key words:** *students' self-study, foreign language, higher education institution, foreign language communicative competence, professionally oriented learning, learning motivation.*

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## ОРГАНІЗАЦІЯ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ ЯК СКЛАДОВА НАВЧАННЯ ІНОЗЕМНОЇ МОВИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

*У статті обґрунтовано теоретико-методологічні засади організації самостійної роботи студентів з іноземної мови у закладі вищої освіти. Самостійну роботу розглянуто як цілісну систему організаційно-психологічних і дидактичних компонентів навчальної діяльності, спрямованих на формування особистісної та професійної самостійності майбутнього фахівця. Проаналізовано структуру самостійної роботи як діяльності, зокрема її суб'єкт, предмет, мотиви, цілі, умови, процес, продукт і результат навчання. Особливу увагу приділено внутріш-*

нім і зовнішнім умовам діяльності здобувача вищої освіти, ролі мотивації, пізнавального інтересу та професійної спрямованості у процесі опанування іноземної мови.

*Розкрито систему загальнодидактичних, фахових і лінгводидактичних принципів організації самостійної роботи, серед яких провідними визначено принципи активності, свідомості, систематичності, доступності, професійної спрямованості та комунікативно-функціональної орієнтації навчання.*

*Доведено, що головною метою самостійної роботи з іноземної мови у виші є формування інішомовної комунікативної компетенції, інформаційної культури та готовності до професійної самоосвіти. Визначено основні завдання самостійної роботи: розвиток самостійності як особистісної якості, формування мовленнєвих умінь, професійно орієнтованих знань і навичок ділового спілкування.*

*Окреслено моделі взаємодії викладача, здобувача й навчального матеріалу та форми організації самостійної роботи (індивідуальна, парна, групова, колективна). Запропоновано поділ методів організації самостійної роботи на тренувальні та пошукові залежно від характеру діяльності й рівня самостійності студентів.*

*Результати дослідження можуть бути використані для вдосконалення змісту й організації самостійної роботи студентів у процесі вивчення іноземної мови.*

***Ключові слова:** самостійна робота студентів, іноземна мова, заклад вищої освіти, інішомовна комунікативна компетенція, професійна спрямованість навчання, мотивація навчальної діяльності.*

**Introduction.** The relevance of the research is determined by the growing importance of students' ability to learn independently in higher education institution. In foreign language instruction, classroom hours are limited, which makes students' self-study a key component of effective learning. However, many higher education institutions still lack a systematic approach to organizing such work. This problem is particularly relevant for higher education institution, where graduates must communicate professionally in an international environment. Therefore, there is a need to substantiate the organization of students' self-study in foreign language learning.

**Literature review.** The first scholars who drew attention to the problem of independence and activity in learning were A. Diesterweg, J.-A. Comenius, J. Pestalozzi, and J.-J. Rousseau. Later, the issue of independent acquisition of knowledge was examined in the works of K. Ushynskiy, V. Sukhomlynskiy, and others. Various aspects of students' independent work have been studied in the research of Ukrainian scholars such as A. Aleksyuk, V. Buriak, O. Zaika, I. Dychkivska, L. Klymenko, V. Lutsenko, P. Pidkasystyi, M. Smetanskiy, and others.

A number of studies have been devoted specifically to students' independent work in the process of mastering a foreign language, addressing particular aspects of this issue (O. Akmal'dynova, T. Husak, O. Demchenko, O. Kokhan, S. Nikolaieva, and others), as well as more general problems (T. Bila, A. Kuzmina, L. Luzhnykh, L. Oliinyk, and others).

The issues of organizing students' independent work in foreign language learning have been

addressed in the studies of N. Zhuravska, S. Zaskalieta, L. Onuchak, and others.

**The aim of the article** The aim of the article is to substantiate and analyze the organization of students' independent work as an integral component of foreign language instruction in higher education, considering its structural, motivational, didactic, and professionally oriented aspects, as well as its role in developing students' communicative competence, information culture, and readiness for independent professional activity.

**Discussion and the Research Results.** Considering the organization of students' self-study as a process of creating a system of all elements of the organizational and psychological structure of learning activity, which provides the necessary external conditions for independent work in accordance with the individual characteristics of the student in order to achieve the main goal – the formation of their independence (Zhmura, 2010), we consider it necessary to analyze the main elements of the system of students' self-study. These include: the student as the subject of activity, the subject matter, the student's prior experience, knowledge, skills and abilities, the process, the product, and the result of activity (formed skills, abilities, personality traits, and acquired knowledge), the goal, as well as internal (motivation) and external conditions of activity.

In the context of solving the scientific problem of this study, it is fundamentally important to understand the main organizational and didactic means of implementing students' self-study in a foreign language at a higher education institution, as well as to determine the internal and external conditions of students' activity (motives, goals,

means, and subject matter). We will analyze the main conditions for organizing independent work, the structural components of self-study as an activity, and the features of the functioning of this system in the process of learning a foreign language by students of higher education institutions.

Students' self-study in a foreign language must undoubtedly be carried out in accordance with the basic general didactic, professionally oriented, and linguodidactic principles, which, as is well known, perform a regulatory function in structuring the educational process. The analysis of pedagogical and methodological literature made it possible to identify the principles that, in our view, determine the requirements for organizing students' independent work in the process of learning foreign languages. These include the principles of orientation of students' self-study toward the realization of the goals of education; activity and independence; consciousness; scientific validity; systematicity (consistency); accessibility; consideration of individual characteristics and the initial level of students' preparation; feedback; cognitive-practical, communicative-functional, and professional orientation; consideration of intra-subject and interdisciplinary connections; and the unity of form and content of education. We consider the implementation of the following key methodological principles to be particularly significant: speech-oriented learning, differentiated and interconnected teaching of different types of speech activity, consideration of the influence of the native language, and the dominant role of exercises.

Taking into account that the implementation of the principle of orienting students' independent work toward achieving the goals of education requires a clear understanding of the objectives of the educational process, and that the direct organization of independent work must correspond to the main didactic goals and tasks of the learning process, we will analyze the primary objectives of foreign language instruction in higher education institutions. We proceed from the premise that there are two approaches to addressing the problem of the goals of students' professional training:

- a socially and state-oriented approach, focused on meeting the needs of society and the state for continuous development, from the standpoint of which the relevant goals are formulated on the basis of identifying the functions of a specialist and the set of their general and specific com-

petencies necessary for their fulfillment, which is objectively required for the social development of students;

- a personally oriented approach, which is based on ensuring the needs of each student in their general and professional development and is aimed at considering the attitudes of future specialists, a certain level of formation of professional and other values, motives for professional development, and so forth (Морозова, 2024).

The most general target benchmark of students' professional training is referred to as the graduate's integral readiness to perform professional functions – that is, a complex integrated quality determined both by the goal of personally oriented professional training and the conditions of its implementation, as well as by the personality of the higher education graduate. The components of such readiness include: a psychological component, based on the student's deep awareness of the need to master internally accepted professional skills and qualities and their perception as personally significant for the performance of professional functions; and a practical component, meaning the necessary and sufficient level of formation of the entire set of competencies significant for professional activity, which ensures the external functioning of integral readiness as a system, as well as readiness for further self-improvement after graduation.

We believe that since the general goal of the educational process in higher education institutions is the formation of the integral readiness of a future specialist, it follows that the primary task is to create conditions that ensure harmony between personally significant and socially significant needs in the training of bachelors and masters. The goals of the educational process in a higher education institution should be aimed at actualizing the need for the self-formation of integral readiness for independent professional activity, the accumulation of direct training experience, and its stimulation.

Considering that general, socially significant goals of specialist training must be specified in the main objectives, and the main objectives – in various more specific goals, we will define the objectives of training specialists, which are further concretized in the goals of the foreign language educational process in a particular higher education institution, and, accordingly, in the goals and tasks of organizing students' self-study.

In connection with the emergence of the concept of a new Europe – a Europe without borders – characterized by the expansion of areas of cooperation and the need to create an effective pan-European system of information exchange, in 2001 the Council of Europe developed the document «Common European Framework of Reference for Languages: Learning, Teaching, Assessment» (supplemented in 2020 by the «Companion Volume»), which defines the goals, tasks, and content of foreign language education. The Council of Europe recommends that the purpose of foreign language teaching be regarded as the acquisition of knowledge and practical skills necessary for communication in real-life situations. Language should be used in terms of strategies applied to activate general and communicative competences in order to perform the required language actions and processes of text production and reception, which makes it possible to solve problems arising in situations related to various spheres of social life. Thus, communicative activity of students, as well as the reception and independent production of texts, is placed at the center of the educational process.

Since the main task of modern higher education institutions is to train specialists ready for international cooperation, proficiency in a foreign language is a necessary condition and a natural foundation for professionals. We believe that the main goals of independent work in terms of practical mastery of a foreign language are: achieving an appropriate level of foreign language communicative competence, developing professional competence, and preparing graduates to conduct self-directed learning in a foreign language after completing their studies at a higher education institution.

As communicative competence is viewed as the ability and readiness to engage in foreign-language interpersonal and intercultural communication, and competence and the ability to work with information and people are considered characteristics of information culture, the formation of information culture, in our view, can be regarded as an integrative goal of the foreign language educational process in modern higher education institutions (Berezhanska, 2020; Halus, 2010).

This goal is particularly important in the context of the development of the information society, in which information is regarded as a specific,

strategically significant resource aimed at serving business and the economy as a whole.

The goals of foreign language learning in higher education institutions are ultimately determined by extralinguistic factors, in particular the need to train competitive specialists who, in our opinion, should first and foremost possess skills and abilities in the areas of «Knowledge Management» and «Business Intelligence» (Herschel, 2005).

Skills related to the perception and transmission of information form the basis of Business Intelligence, which is defined in (The Future of Knowledge Management, 2025) as:

- the process of transforming data into information and business knowledge to support informal decision-making;
- information technologies (methods and tools) for data collection, information consolidation, and providing business users with access to knowledge;
- business knowledge acquired through in-depth analysis of detailed data and consolidated information.

Thus, the goal of independent work in a foreign language in higher education institutions can be considered the formation of knowledge, skills, and abilities to determine the initial requirements and data of professional activity; the development of information resources; the acquisition and accumulation of knowledge; the transmission of information – its perception, processing, and use in professional activity; and the preparation of future specialists for business communication.

Professionally significant information, in our view, acts as a factor that regulates, directs, and stimulates the learning process. The purpose of speech activity becomes the satisfaction of the need for professional information. Speech actions are part of cognitive, professional, and general activity. The specificity of professional communication lies in the fact that it integrates two of the most important and mutually conditioned types of human activity: professional-labor activity and speech activity. On the basis of professional activity and for its sake, speech interaction among people unfolds within the framework of joint activity.

The goal of foreign language teaching, in our opinion, should be to teach a type of speech activity «which ensures for the learner the maximum acquisition of professional knowledge that a specialist most frequently uses in real professional

practice» (Korzh, 2021; Kapitan, 2021). The study of a foreign language, for example, in a non-linguistic higher education institution is not an end in itself: a foreign language serves as a means to achieve the goal of enhancing the educational level and erudition within one's specific field of specialization.

Proceeding from the main goal, we formulate the following key tasks of organizing students' independent work in a foreign language in higher education institutions: formation of independence as a personal trait; development of skills and abilities to perceive and use information; acquisition of professional knowledge; formation of linguistic and communicative competence; development of business communication skills; fostering students' interest in their chosen field of study.

It is known that the internal stimulus for activating students' cognitive activity, the driving force and source of formation and development of intellectual activity and independence, is cognitive needs. Cognitive interest as a personal quality is the basis of activity and independence, their condition and source, since it is connected with them and forms the foundation of the motive for independent activity. We consider activity, independence, and motivation as closely interrelated concepts, because only when students have the opportunity to demonstrate initiative, independence, and creativity can we expect proper motivation for learning activities (Balatska, 2020, pp. 17–18).

Since any activity is usually multi-motivated, it is important for organizing independent work to take into account different types of students' motivation in learning foreign languages. In relation to foreign language learning, three types of motivation are distinguished:

- motivation associated with the prospect of using the language in future professional activities (in one's field, during trips abroad, etc.);
- motivation associated with the prospect of applying the acquired knowledge and skills in extracurricular activities such as performances at events, competitions, Olympiads, reading newspapers and magazines, etc.;
- motivation related to the teacher's formulation of gradually more complex tasks in class and the organization of various forms of their completion. The latter is conventionally called proximal motivation. It serves as the basis for the dynamism of learning motives and their grad-

ual transformation into conscious long-term motivation (Holubova, 2021).

In our view, this motivation for language training should be considered alongside the motives of independent activity:

- socially significant motives related to the realization of students' ideals and life plans (formation of worldview, moral principles, preparation for the chosen profession, desire to understand one's capabilities in this regard);
- motives related to the driving force of personal cognitive needs and cognitive interest;
- motives related to the individual's need for self-improvement and development of their abilities and purpose;
- motives related to various interests and hobbies.

The analysis of groups of motives made it possible to identify the main motives of students' independent work, which at different stages of learning a foreign language may be either leading or supplementary (Zhmura, 2010): cognitive, professional, social, and personal. We consider the gradual change of motives in learning activity an important criterion of the degree of development of independence as a personality trait.

In our view, in higher education institutions, in the training of highly qualified specialists, a special place is occupied by socially significant motives, among which the key role belongs to motives of professional orientation. Professional orientation simultaneously performs several functions: it is a core personal quality that connects other personal and professionally significant traits; it acts both as a motive and a regulator of professional actions; it guides the satisfaction of the leading needs and interests of the individual (Morozova, 2024).

As accurately noted by L. Onuchak, who studied the problem of pedagogical conditions for organizing students' independent extracurricular work, the set of stable leading motives that orient students toward creative work and reflect their desire for self-improvement and professional growth in their chosen field makes it possible to understand the close interconnection between a foreign language and the future profession. She proved that one of the important conditions for improving foreign language proficiency is the early professional orientation of students' independent extracurricular work (Onuchak, 2000).

Thus, proficiency in a foreign language in higher education implies that students master the language as a means of professional communication, which means the ability to perceive, understand, process, and convey professionally relevant information, as well as to influence communication participants through the means of a foreign language. Information can be considered as one of the factors regulating the process of communication and learning.

**Conclusion.** The study has shown that the organization of students' self-study in a foreign language in higher education should be viewed as a complex, systematic, and purposefully structured process that integrates structural, motivational, didactic, and professionally oriented components. Effective independent work requires the coordinated interaction of its key elements: the student as an active subject of learning, clearly defined goals, meaningful content, appropriate methods and forms of activity, as well as internal and external conditions that support learning.

Motivation, particularly professionally oriented and socially significant motives, plays a decisive role in activating students' cognitive activity

and sustaining their engagement in self-directed learning. The implementation of general didactic and linguodidactic principles ensures the integrity and effectiveness of independent work and its alignment with the objectives of foreign language education.

The results confirm that professionally oriented self-study contributes not only to the development of foreign language communicative competence but also to the formation of students' information culture, their ability to work with professionally significant information, and their readiness for lifelong learning. Thus, well-organized self-study serves as a crucial mechanism for preparing competitive specialists capable of effective professional and intercultural communication.

Future research prospects include developing models for organizing independent work through digital technologies, empirically testing their effectiveness, studying students' individual learning trajectories, and analyzing the impact of professionally oriented content on the formation of foreign language communicative and information competence across different fields of study.

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