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CHARACTERISTICS OF FORMATION OF MECHANISM OF SELF-CONTROL OF UNIVERSITY STUDENTS IN STUDY OF FOREIGN LANGUAGE

Abstract. *The relevance of this subject that in recent years interest in training of independence of students has strongly increased. The role of independence of work in educational process in case of learning of foreign language began to increase, the technique and didactic means of their effective organization were more clearly designated.*

Key words: *foreign language, student, self-checking, the technique and didactic means, educational process.*

INTRODUCTION

Global socio-economic processes and changes taking place in the context of the expansion of intercultural foreign language interaction in various spheres of human life have actualized the complex problem of improving the quality of education and preparing a specialist for professional activity, where knowledge of foreign languages becomes a necessary condition for its effective solution.

Full-fledged self-realization of a person in life, culture, and profession presupposes the development of the ability to independently and creatively master knowledge as a tool for flexible adaptation to a changing world order and productive interaction in solving emerging problems. There are no substitutes for education in the formation of a person who thinks capable of intellectually-personal, professional growth and constructive communication. In this context, the most significant problem of the modern methodology of teaching foreign languages is updated – the orientation of the educational process

towards the active independent work of students, the creation of pedagogical conditions for their self-regulation, self-development and self-expression.

PURPOSE AND OBJECTIVES OF THE STUDY

The traditional paradigm of education – «education for life» is being replaced by a new paradigm – «education through life». In the federal state educational standard of higher professional education in a foreign language, it is noted that in the current situation of the development of our society, knowledge of a foreign language is becoming in demand in intellectual and practical activities. However, according to statistics, many university students do not master the studied language at the required level in vocational training. Upon graduation, the situation may worsen due to the lack of further regular work to maintain the level of practical language proficiency in the conditions of professional activity. The creation of modern pedagogical technologies involves an approach to

learning as a management process. When constructing a control system, one of the main factors is the result, which is determined and evaluated due to such a control function as control. In the case of the organization of self-government, self-control acts as the leading mechanism of self-regulation by students of their own activities and behavior. Self-control should be considered as a necessary element of students' independent work. Consequently, the development of self-control mechanisms among students of higher educational institutions is of particular importance in this regard.

METHODOLOGY

Scientists attribute the special importance of developing self-control skills to their importance for the professional and personal growth of a specialist. Researchers emphasize their role in the development of important components that characterize the ability to systematically independently organize cognitive activities aimed at continuing their own education in general cultural and professional aspects. It seems important that a number of authors made the conclusion that self-control mechanisms act as system-forming, pivotal, since they determine the development of key competencies, being not only a goal, but also a means of effective personality development in the educational process.

The need for increased attention to the development of self-control mechanisms in the process of professional training of specialists in the higher education system is due to the current orientation on the competitiveness of specialists in the global intellectual labor market, the high speed of dissemination of scientific and technical information and the pace of practical implementation of scientific

and technological achievements, and the focus of society on humanization and democratization of all spheres of his life.

The specifics of professional activity, the intensity of development of social processes require a specialist to systematically update knowledge and improve practical skills. Thus, modern society is in demand with a personality capable of self-education and self-development. Therefore, there is a need for the development of self-control mechanisms, which provide for the assessment of the perfect action and have as their purpose the provision of feedback, in which information is received on the compliance of actually achieved results with the set goals.

Foreign language training – one of the main components in the training of specialists in international educational process and employment in the European and global labour markets. Realities of today's world require the formation of future specialists in the process of education at the University of the notion of multilingual, multicultural education as an important tool for shaping the young generation's preparedness for life in modern, multicultural world, the need to acquire competence in this area for subsequent implementation in professional activities. Today there is a real need for specialists in foreign language, able to implement confident foreign intercultural and interpersonal communication, in both professional and in other areas [13, p. 348].

A foreign language opens up before man the perspective of a wide acquaintance with the culture of other people allows you to better know your language, matching it with the target language and understand that language is a means of mutual understanding, contact, between interlocutors, obtaining

the necessary information. Once due to the boom of public interest in the spotlight, specialists, speak foreign languages, have become extremely popular. Learning a foreign language is impossible without understanding the foreign culture with the communicative thrust that promotes the full development of the personality of the individual, the development of spiritual values of future specialists. Under the final outcome of learning a foreign language assumes the ability to communicate in a foreign language with a representative of another culture according to its linguistic and cultural features [12, p. 103]. However, for the realization of the final product to the teachers is one of the most important tasks is to teach students to independently acquire knowledge of a foreign language and to teach students to independently apply knowledge obtained earlier.

For learning material in a foreign language in universities, in addition to practical training, considerable attention should focus on independent work that is a constant consolidation of the material studied during the execution of the home work, individual work, preparation for presentations. In the process of independent work of the student becomes an active participant in the educational process, learning to consciously relate to the acquisition of theoretical and practical knowledge, to freely navigate in the information space, to be individually responsible for the quality of their training. The student must possess the necessary skills and abilities, however, we should not forget that the success of learning is largely dependent on methods of teaching foreign language in the context of solving specific educational tasks. Learning a foreign language contributes to the development of communicative competence forms the student can use it

as a tool of communication.

The aim of our work is the study of the mechanism of self-control of students in the classroom of a foreign language. Management of the process of independent work, organization of the process of self-study when learning a foreign language is a difficult and challenging task for any teacher. A major role in the upbringing of students belongs to education of independence, activity, considered to be, which in turn is one of the main tasks of the teacher is the most important in the process of learning a foreign language.

RESULTS

When solving the tasks used the following research methods:

- 1) analysis of philosophical, psychological, pedagogical, methodological and linguistic literature on the research problem;
- 2) analysis of curricula, modern teaching materials, the study of the products of educational and extracurricular activities of students;
- 3) a generalization of the practical experience of teaching a foreign language based on pedagogical observation;
- 4) sociological methods: interviewing, questioning, interviewing, conversation (with students and teachers);
- 5) experimental training in order to verify the effectiveness of the developed model;
- 6) statistical and mathematical methods of processing the data obtained as a result of experimental training, quantitative and qualitative analysis of the results of experimental training.

In the process of learning a foreign language a student must reach a certain level of independence, allowing him to solve problems, to overcome difficulties in the process of solving training tasks.

Success in learning a foreign language is closely linked to the conditions that the teacher creates for students in the learning process, we should not forget that the teacher should provide maximum activity and independence. The organization of independent work of students helps to develop effectiveness in teaching, the mastery of a skill system, skills, knowledge, development of abilities in mental and physical labor. Independent work is given to one of the leading roles in the learning process, and the level of students' independence in performing tasks associated with the nature of their work, which begins with imitative action, then, is complicated and has its highest manifestation. In this regard, increases the need for revision of the leadership role of the teacher. Independent work is seen as a learning tool.

Many methodologists and teachers of our time believe that the learning process should build in opportunities for independent work of the students and the teacher to act as mentor to guide the process, to select, to prepare and propose a suitable material. In order that the personality was formed as a holistic and harmonious entity must complete its inclusion in the process of self-activity, which, during certain types of tasks – independent work will gradually acquire the character of problems and search activities.

Researcher I.T. Ogorodnikov, given the need for independent work, offers the following types of joint activities of the student and teacher: 1) the teacher organizes the independent work of students to study the material, without setting it out; 2) when studying new material, the student prepares messages on the topic; 3) the teacher focuses only on central issues, the remaining material is studied independently; 4) the teacher

makes only an introduction on the topic, and then under his guidance, students master all the material [8, p. 112].

Studying the issues of teaching self-control in the study of a foreign language, scientists note that the self-control has a fairly sophisticated level structure. In the most general form, this structure can be reduced to three levels: 1) students correctly carry out the educational actions and fully realize this, that is, they have a formed mechanism of self-control; 2) students make some mistakes in the learning process, realize this and try to make a correction. In general, they have a formed mechanism of self-control, but it changes from an involuntary form to an arbitrary one after committing erroneous actions; 3) students make erroneous actions in the learning process and are not aware of this, that is, they have an unformed mechanism of self-control.

Consider the case of the formation of the mechanism of self-control, it is in the process of formation, but the student has the ability to make mistakes, notice them, make adjustments. In such a student, the process of forming the self-control mechanism takes place in the following stages:

1. Awareness and fixation of erroneous actions. Applying this to the assimilation of a word or grammatical phenomenon, this means that the student must determine in which part of the phrase or sentence the erroneous action was made.

2. Identification of errors, determination of the object in which the error was made. If we are talking about a vocabulary unit, then we should mainly pay attention to the correctness and incorrectness of its semantic compatibility, then take into account the grammatical structure of the use of the word. The main link in the difficulty may be in the incorrect use of the word, in this case, with the normal

development of the mechanism of self-control, the student relies on previously acquired knowledge, and quickly extracts the word from memory. The case when the speech unit is completely forgotten and the student is unable to remember it suggests that the development of a mechanism for managing his activities is completely absent. In this case, the help of a mentor (teacher) or fellow practitioners is needed.

3. Decide on the nature of the error. The student decides and forms a sequence of adjustments to his erroneous actions. The most productive thing is to start the adjustment on a meaningful, semantic level. Correction of the grammatical structure should occur if the semantic aspect of the phrase is fully understood.

4. Error correction. Correction is carried out in accordance with the decision.

5. Comparison with the standard. The student performs the adjustment, creating a pattern in the internal speech. Merging is a process that is inextricable in time, if what the student should have created was not previously traced in his language or speech experience. If the assignment relies on knowledge acquired earlier, then the student extracts units from the memory for comparison, transfers them to RAM and, thus, performs a comparison with the standard. This process is also inextricable in time. But in two cases, different memory mechanisms operate. As for the first case, the main functional is occupied by short-term operational memory, in which the standard sample was recently laid. Speaking of the second case, both types of memory are updated there.

6. Transition to another object. After the student made a comparison, made sure of the correctness of his actions, he proceeds to the next action, and re-starts the whole mechanism of self-control [8,

p. 120].

One of the main characteristics of the formation of the mechanism of self-control in the study of a foreign language is the continuity of the error of action and the ability to instantly make adjustments. This connection serves as evidence of the exemplary functioning of self-control.

Compliance with the rules when performing work with a language unit has a constant connection with the basis of actions. The order of certain actions with a unit and the sequence of their implementation form the basis for mastering the indicative basis of actions, it, in turn, is characterized by a certain dynamics. The dynamics of the indicative basis of actions is necessary for the development of the ability to accurately pass the path from consciously performed actions to automated, that is, achieving the level of a formed skill. Automated actions translate students' attention from the language level to meaningful actions that have a semantic side of utterance.

Undoubtedly, self-control is a certain mechanism of student action, the formation of which requires management from the learner. In this process, each subject (student, teacher) should accurately perform their functions. Students acquire the necessary knowledge, master certain actions, ranging from those constructed on the basis of the orientation system and ending with the free inclusion of units in speech action. The educational influence of a mentor, like any activity, has its own object, goals, objectives, structure, content.

The use of modern teaching methods is the basis for the organization of students' independent work in the lesson. The problematic teaching method can be considered one of these methods [2, p. 52]. He began to be popularized in the 20s and 30s of the 20th century in

foreign and Soviet schools. The American teacher and psychologist J. Dewey is the founder of the theoretical provisions of this method. Nowadays, many scientists and educators are working on issues of the problematic method. The main issue in the study of the problematic method is the formation of training sessions, which implies the creation of an active independent activity and a problematic situation under the guidance of a teacher, the result leads to the creative mastery of knowledge, skills and abilities, as well as the development of mental abilities.

The problematic method is characterized by the fact that the methods and knowledge of educational activity are not provided in a finished form, the rules and instructions are not offered, following which the student could speak guaranteed and correct. The main point of the method is to stimulate students' search activity. This approach is due to the fact that modern education is focused on the upbringing of a creative personality and on the laws of development of such a personality, which is formed precisely in problem situations. The basis of problem-based learning is the creation of a special type of motivation, therefore, adequate construction of didactic material is required. The material should be presented as a series (chain) of problem situations.

It is important to note that this method, even being the most effective, cannot be considered the only acceptable in training, since the effectiveness of training depends on the correct combination of different teaching methods. The teacher should remember that seeing a problem in every simple question is wrong. Also, it is impossible to set too heavy and complex tasks for students, since any tasks require certain training and special knowledge.

The project method appeared in the early twentieth century, when studies of teachers and philosophers were drawn to study ways of developing active independent thinking of the child, the task was not just to teach the child to remember and reproduce knowledge, which will give him the school, and to teach him how to apply them in practice. Many countries gave preference to the method of the project. The reason for this mainly was due to the fact that the method is inseparable allows you to combine the knowledge of students in their different fields when solving one problem. But let's turn to our topic, the topic of foreign language. It is proved that the project is valuable because in the course of its implementation students have the ability to work independently, and gain experience in cognitive activity. Most importantly, the student himself determines the content and form of the project. This method helps to optimize the process in the most ordinary school, and to develop skills of independent work.

The development of skills of self-control is one of the major and pressing problems of education that guarantees success in later schooling. Skills of self-control the student can apply regardless of the subject matter. The concept of «self-control» implies the successful formation of knowledge and skills when learning a foreign language. For successful development of skill of self-control students need to teach him skills that will greatly contribute to the development of skills of self-control. Basic skills necessary for the successful formation of skills of self-control can be divided into three blocks: 1) information indicative of the skill (the skills of observation, listening, reading); 2) operational performance skills (the ability of classification and

generalization); 3) control and remedial skills (skills of self-examination and self-control).

1) Observation, listening, reading – the skill of focused perception and reflection of the main thing in the material (diagram, drawing, tables, etc.) in the educational process and when doing homework. This type of skill ensures the student's interest in the task, as well as the planning of the following actions, intersecting with finding ways and means of completing the training task, that is, the student ponders, thinks. Therefore, you need to pay special attention to thinking, pondering what the student is reading, observing, listening.

2) Classification (grouping) and generalization – skills that implement the operational-executive stage of educational activity. Such skills in their internal psychic mechanisms are directly correlated with analysis, synthesis, abstraction and generalization. Classification is related to the definition of the basis, principle (two or three principles) of separation and integration of data with the establishment of a hierarchy of principles. This classification makes it possible to compare, that is, there is a subtle differentiation of the studied objects. It is this skill that helps to establish the connection and dependence that underlie the systematization and meaningful assimilation of self-control skills. At the same time, there is an increase in focus on the principles of educational material in the course of the entire assignment.

3) The ability to evaluate oneself is the activity of students, which consists of the ability to evaluate their work from the point of view of whether they performed it correctly - and if necessary, correct their mistakes on their own.

In direct connection with the skills of self-testing and self-control, such

personality-significant qualities are formed as self-esteem, self-government and self-regulation. In direct connection with the formation of self-esteem and self-control is also the formation of one of the core qualities of a person's personal development - reflection, that is, a look at oneself when, turning to one's own actions, "a person is fully aware of what and how he is doing" [4, p. 35]. Moreover, this report refers not only to the final control, but also to the forecasting, current - step-by-step, operational, which helps to understand the sequence of their actions. During the formation of self-testing and self-control – with access to self-esteem – there may be a mismatch in the self-esteem of students with their actual capabilities. Some people have unreasonably high self-esteem, while others have low self-esteem, leading to a refusal to overcome difficulties, without which there can be positive dynamics in the assimilation of knowledge and the development of students.

The methods of teaching a foreign language are not well studied many components of the formation of students' independent work skills, age and psycholinguistic features, traditional and innovative teaching methods, principles of material selection, exercise system for organizing students' independent work in learning a foreign language. Summing up, we can note that there are no exercises specifically designed to form the mechanism of students' self-control - for this purpose, teachers use ordinary teaching exercises. In this case, the task lies only with the teacher, he must keep in sight the quality of the actions performed by students, and based on this, determine what adjustment is necessary in the development of self-control skills.

Of course, the conditions of higher education provide an opportunity only to

develop internal self-control and only to some extent, but the student should always strive for it, especially when teaching a foreign language. The independent work of students undoubtedly contributes to its occurrence, even in an elementary form. A well-organized, purposeful independent work of the student positively contributes to the motivation in learning and shaping the student's personality. Experience shows that the more actively students engage in language practice, speak, learn new phrases, independently make sentences, the better the basic language material is consolidated and activated.

CONCLUSION

Application in educational process the actual material usage in the learning process, multimedia tools, implement situation of speech communication encourages students to work independently, i.e. the stimulation of independent work of students, thereby maintaining the interest in learning new material, learning a foreign language. Should pay great attention to the education of culture of educational process, aimed at planning students' independent work. Meeting new lexical material to help students develop the language, the instructor should gradually complicate the task. In conclusion it must be emphasized that the problem of organization of independent work of students in a foreign language is relevant

and challenging, and it requires significant joint efforts by the parties, as scientists, Methodists and teachers-practitioners.

In the process of self-mastery of a foreign language, students master the material, which demonstrates the functioning of language in a natural environment, speech and non-speech behavior of native speakers in different situations of communication, the peculiarities of behavior associated with folk customs, traditions, superstitions, social structure, ethnicity. Independently studying a foreign language, the learner is forced not only to learn its lexical, grammatical, syntactic features, but also to learn that is not adequate to respond to replicas of native speakers, it is appropriate to apply facial expressions and gestures, to use a formula of speech etiquette and know the cultural and historical characteristics of the country of the target language [11, p. 246].

Educational process aimed at independent learning of foreign language students contributes to the improvement of knowledge, skills and abilities in the field of intercultural communication, formation and development of intercultural competence and has a positive effect on the personality of the students. That is the proper organization of independent work students are able to develop professional skills and develop skills of future professionals.

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**ШЕТ ТІЛІН ОҚЫТУ ЖОҒАРЫ МЕКТЕПТІҢ ОҚУШЫЛАРЫНЫҢ
ӨЗДІК БАҚЫЛАУ МЕХАНИЗМІНІҢ СИПАТТАМАСЫ**

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**ХАРАКТЕРИСТИКА ФОРМИРОВАНИЯ МЕХАНИЗМА САМОКОНТРОЛЯ
СТУДЕНТОВ ВУЗА ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА**

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Аңдатпа. Бұл тақырыптың өзектілігі соңғы жылдары студенттердің тәуелсіздікке деген қызығушылығы едәуір артқандығында. Шет тілін оқыту кезіндегі оқу автономиясының рөлі арта бастады, оларды тиімді ұйымдастырудың әдіснамалық және дидактикалық құралдары айқындала түсті.

Түйін сөздер: шет тілі, студент, өзін-өзі бақылау, әдіснамалық және дидактикалық құралдар, оқу процесі.

Аннотация. Актуальность данной темы заключается в том, что в последние годы интерес к обучению самостоятельности студентов сильно возрос. Роль самостоятельности работы в учебном процессе при изучении иностранного языка стала увеличиваться, яснее обозначились методика и дидактические средства их эффективной организации. .

Ключевые слова: иностранный язык, студент, самоконтроль, методика и дидактические средства, учебный процесс.