
ЗАГАЛЬНА ПЕДАГОГІКА

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OWN WORK STUDENTS HOW THE MAIN CHARACTERS RESEARCH

Independent work (hereinafter CP) – is planned as part of the development of teaching included in the content of the educational program implemented for the task, with the guidance and supervision of the teacher, but without his direct participation. The objectives of the organization is composed of CP to motivate students to curriculum development; increasing the responsibility of students for their own learning; They contribute to the development of general and vocational students; create conditions for the formation of students' ability to self-education, self-management and self-development. Independent work as a form of training and type of training planned and designed by the teachers programs PM and DM each school ETA. In this perspective should be submitted in the preparation " problems." Then calculate the complexity of the SR. Typically, developers are guided by their professional experience and common sense. The time required to perform any specific content training assignment as determined empirically by observing the results of students in the class of independent works, the cost of the response time to the task, the time of their own costs to solve the problem. On the set of tasks defined by the amount of time for extracurricular work independently of PM and DM. The process of organizing independent work of students, includes the following steps:

The first stage - preparation. This includes the preparation of the work program with the release of problems and tasks for the HSBS; preparation of teaching materials; diagnose the level of preparedness of students.

The second stage - organization. At this etapiecelem individual and group work of students; Setting conducted individual and group counseling; determine the timing and manner of presentation of interim results.

The third stage - the motivation and activity. The teacher at this stage should provide a positive incentive for individual and group; check intermediate results; self-organization and self-correction; exchange and mutual examination in accordance with the selected target.

The fourth step - monitoring and evaluation. This includes individual and group reports and evaluation. HSBS control can be done by examining the intermediate and final, writing in the audience of written tests, tests, indirect tests, etc. One of the most labor-intensive activities in the planning and design of the CP supports the construction of educational tasks and cognitive and practical. As part of the education, labor competence model to work independently should be the nature of business. Students as homework should be offered not only read and recite training materials. Appropriate, propose new educational content as a starting material to give the job to process, transform it into a kind of product with the help of some assets and operations, while relying on certain skills, knowledge and cognition. Acquisition of knowledge becomes necessary a condition (measures) to solve the particular educational challenges and career (problems). Modern systems of assessment in vocational education requires repositioning teacher who before professional studies students module discipline scoring system makes the results of its development, including - in the framework of Slovakia.

Changing the position and a student who becomes an active participant in the evaluation process that promotes awareness of acquired Exp educational activities and integration of knowledge and skills in competencies. Control CP includes an assessment of the progress and interim results in order to determine their compliance with the plan. The results of CP are judged to monitor and consider the interim evaluation of the module students professional academic discipline. The results of monitoring students' extracurricular CP conducted seminars, practical and laboratory training module, academic discipline or a designated time (set-examination). One of the tools for the assessment and treatment of products of independent activity of students is to create a "portfolio". In practice, the institutions of vocational education are three types of portfolio. Portfolio performance it is personal choice student who chooses and creates its "portfolio". Following training products, made in the course of CP for a certain period of time, pupil sees as his own achievements. The report portfolio includes individual work current: tests, essays, project work, bibliographies, etc. Portfolio j diary is an independent business. Portfolio includes both self-learner and teacher notes for work completed tasks for assessment with characteristic and explanations, as well as independent learning.