

**КУЛЬТУРА БЕЗОПАСНОСТИ И
СОЦИАЛЬНО-ПРАВОВЫЕ АСПЕКТЫ РАЗВИТИЯ
ТЕРРИТОРИЙ РАЗМЕЩЕНИЯ ОБЪЕКТОВ
АТОМНОЙ ОТРАСЛИ**

УДК 378.147:811.111

**ОСОБЕННОСТИ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ
В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В
УСЛОВИЯХ СМЕШАННОГО ОБУЧЕНИЯ ПРИ ПОДГОТОВКЕ
МОЛОДЫХ СПЕЦИАЛИСТОВ ДЛЯ ГК «РОСАТОМ»**

© 2021 Л.В. Захарова, Н.В. Бунамес, И.В. Зарочинцева, Ю.А. Лупиногина,
М.А. Мелких

Волгодонский инженерно-технический институт – филиал Национального исследовательского ядерного университета МИФИ, Волгодонск, Ростовская обл., Россия

В статье рассматриваются проблемы самостоятельного изучения иностранного языка в техническом вузе при подготовке молодых специалистов для ГК «Росатом» в условиях смешанного обучения, основные принципы и методы обучения с использованием электронных систем, анализируются типичные ошибки, затрагиваются вопросы текущего и итогового контроля.

Ключевые слова: самостоятельная работа, смешанное обучение, электронная образовательная платформа, самосознание, рефлексивность, самодисциплина, личная ответственность.

New approaches in education significantly change the students' role in the educational process: along with the transfer of knowledge from the teacher to the student, it is necessary to include the students themselves in active learning activities. One of the strategic directions of the Volgodonsk Engineering Technical Institute MEPHI (VETI NRNU MEPHI) that is the training of professional personnel, who can work effectively in a changing environment, is being actively implemented starting from the first year of the training course. In accordance with the project «Development of the National Research Nuclear University for 2018-2022» 50% of VETI NRNU MEPHI graduates should be fluent in a foreign language at the Intermediate level by 2022. This indicator is determined by the Development Program Passport, and the same Passport determines a list of specialties where the graduates must show the Intermediate level of language proficiency.

The students' independent work plays an important part in solving this problem. The ability to carry out independent work is an important quality for specialists in the nuclear industry, especially in the years of intensive development of the latest technologies and computer equipment, which affect all spheres of life during the information society formation. The very property of information presupposes its constant renewal, and it forces students to keep up with the understanding and application of this information in their professional activities and requires to master new knowledge and skills independently.

The Foreign Languages Department of VETI MEPHI pays special attention to the provision of educational programs with opportunities for distance or blended learning. The use of a blended learning model allows to arouse the interest of students, increase their academic performance [1]. Such a model takes into account the changing lifestyle of society, which is very important in the conditions of the modern rhythm of life, especially for part-time students, where flexible training schedules are most in demand. All further and independent work, in particular, for first-year students of the full-time and part-time form of

study, largely depends on the correct organization, planning and conducting of overview lectures. Given that the initial acquaintance with the discipline takes place at the overview lectures, the lecturer needs to reveal the main content of the subject, show its role in the future specialty. Students acquire subsequent knowledge on their own in the intercessional period; therefore, the overview classes should pursue the goal of showing the peculiarities of independent study of the subject. The main attention is paid to the most rational techniques and methods of independent study of a foreign language, taking into account its peculiarities: the sequence of studying certain topics, making notes, mastering vocabulary, working with reference literature, dictionaries, etc.

Within the framework of the educational standard, the number of classroom hours has increased, the independent work format has changed, and the socio-cultural context of learning a foreign language has significantly changed for VETI students lately. The structure of the «Foreign language» discipline has changed both in terms of increasing the number of hours (almost four times), and in terms of content. In the first and second year students master the Pre-Intermediate level. The main textbook for teaching a foreign language is *Navigate*, Oxford University Press. The textbook contains new interesting texts, modern global topics, and is equipped with an excellent electronic platform with video and audio activities, tests, additional materials. But in connection with the requirements of modern trends and the digitalization of the educational process, the staff of the department has to create tutorials based on the textbook, where they insert hyperlinks to services, platforms, and sites for additional, independent work of students to master a foreign language. This filling with the Internet resources allows students to refine the material that they need independently. Audio and video files are embedded into the electronic version of the textbook, as well as links to homework are given.

Students study «Fundamentals of Professional Communication in a Foreign Language» and «Technical Foreign Language» in the third, fourth and fifth years. *Navigate Intermediate* is used for general English and one of the textbooks for special purposes is added depending on the students' specialty, e.g. *Engineering* by Charles Lloyd, James A. Frazier, *English for the Energy Industry* by Simon Campbell, or *Nuclear English* by Serge Gorin and others [2].

The organization of independent work in the framework of blended and distance learning is carried out using the LMS Moodle (Learning Management System) that allows to create a networked environment for virtual e-learning, which includes the means of preparing and delivering the educational content, as well as the means of managing the educational process. The organization of the work at the Moodle platform by the Foreign Languages Department is described in the article «Language Competence Formation Among VETI NRNU MPhI Students in the View of State Corporation «Rosatom» Export-Oriented Policy» in detail [2]. The main attention is focused only on the independent work of full-time and part-time students in this article.

Understanding perfectly well that the educational technologies in the study of a foreign language cannot replace the help of a lecturer, the Foreign Languages Department has organized a connection between the lecturer and students in the form of consultations [3]. This is due to the fact that in the process of independent study of the discipline, performing tests, many students encounter various kinds of difficulties; they are to know what forms of assistance they can receive during the intercessional period at the university. Personal tuition as traditional effective forms of student assistance is conducted on the most complex issues or topics that are not fully described in textbooks or presented on educational platforms. The lecturer does not work with the student «in general», but with a specific personality, with their strengths and weaknesses, individual abilities and inclinations, performing the main task – to teach students to learn, to see and develop the best qualities of a student as a future specialist. To teach a student to acquire knowledge independently, the lecturer must develop their skills of independent learning this means that the work is performed without the direct participation

of the lecturer, but on their instructions, at a specially provided time for this. Let's consider the typical mistakes that arise in the process of independent work of part-time students.

Observing the process of training students at non-linguistic universities during practical (classroom) classes, tests or exams it is revealed that when reading an unfamiliar text, students immediately take up the dictionary. They do not even look through the text, they do not get acquainted with the content of the text, do not find out what the text is about, but immediately begin to search for unfamiliar words. From the students' notes while working on the text, which we reviewed, we can conclude that they do not know how to work with the dictionary; do not try to understand unfamiliar words based on context or word-forming characteristics. They do not recognize a word if it appears in a modified form (in the plural, in variable forms of tenses, in a comparative degree, etc.). Therefore, the translation of the text is sometimes completely meaningless. The same situation is observed when working on a text without a dictionary. After reading the text, many students cannot highlight the main idea and make generalizing questions for the text; they do not know how to make a brief retelling, to evaluate what has been read.

Reports on a given topic are often inconsistent, meaningless, and illogical. Students pronounce what seems easier to them, using memorized phrases or phrases in which they are not afraid to make mistakes. They usually don't care about the content of the statement. Such cases indicate a lack of skills for independent work. The development of such skills requires purposeful, internally motivated, structured by the students themselves activities performed and corrected by them in terms of process and result in the totality of fulfilled actions. Its implementation requires a sufficiently high level of self-awareness, reflectivity, self-discipline, and personal responsibility. Independent work should not be a goal in itself, it can be an effective means of teaching, a means of forming the students' activity [4].

In the methodology of teaching a foreign language various types of independent work are used; they help students acquire knowledge, skills and abilities independently. The task of the lecturer is to teach them the methods of self-selection of work techniques that ensure the earliest possible language acquisition [5]. In our opinion, the development of the students' independent work skill should be carried out in the following directions: teaching a conscious attitude towards classes, towards learning in general; mastering new material; consolidation and refinement of knowledge; developing the ability to apply knowledge in practice; the formation of a creative character, the ability to apply knowledge in a complicated situation. Each of the listed groups may include several types of independent work, since the solution of the same didactic task can be carried out in different ways. These groups are closely related to each other. This connection is due to the fact that the same types of work can be used to solve various didactic problems. The learner must know what to do, in what sequence, what the final result is to be, and how this task can enrich his experience. He must accept the task, otherwise the proper effect is impossible. Awareness of the goal of a task (exercise) is nothing more than the application of the principle of consciousness in the organization of independent work.

The lecturer needs to equip trainees with rational methods of educational activity, based on the nature of the activity itself and the capabilities of the trainees, their experience in a foreign language. It is necessary to be able to see supports in the material of activities, which facilitate overcoming difficulties in the course of independent work; in this case, it is equally important to use ready-made (objective) samples and create your own (subjective) ones [6].

The lecturers of the department use various organizational forms of independent work: work in pairs, individual work, in small groups, etc. These forms are designed to create and develop organizational, informational, cognitive and communicative skills of students. The individual form of independent work can be manifested in two versions: a. all students perform one common task individually, this is effective in consolidating new material. The lecturer, controlling the assignment, can get an objective picture of understanding new

material and then adjust further stages; b. students perform different tasks, depending on the level of mastery. When difficulties arise, the lecturer provides assistance in accordance with the principle of individualization in the learning process.

Working in pairs and small groups is effective in developing speaking skills, it has both pronounced positive aspects and disadvantages: when working in pairs and small groups, all students are involved, they have the opportunity to speak out, listen to others. Small groups reduce the so-called «speaking complex», which often occurs in groups with different levels of language proficiency; mutual assistance of trainees is clearly manifested.

One of the disadvantages of this type of work is the lack of lecturer's control while doing the tasks, especially when it comes to such a form of speech activity as speaking. To make these forms effective and fruitful, trainees must have certain skills of independent work. For example, when working with a text, a student must have such skills: see supports in the text, ignore unfamiliar words if they do not affect general understanding, be able to highlight the main idea, draw conclusions from what has been read, etc [7]. An important role is played by the ability to use reference literature, in particular dictionaries. Often, learners cannot quickly find the necessary word in the text, since they cannot select the dictionary form of a word, they cannot choose the proper meaning from several data. Teaching to work with a dictionary and other reference literature is the task of the lecturer.

Mastering word formation skills also plays an important part in successful independent work. It should be noted that, for example, the German language is replete with complex words, in contrast to the Russian language. Students often have problems translating complex nouns, especially when translating special texts. For example, the complex noun *das Kernkraftwerk* (German) – a nuclear power plant, creates difficulties in translation, since this noun consists of 3 separate words and skills are required for correct translation. It should be noted that not all complex words have equivalents in Russian; they can be translated by phrases, and sometimes even sentences.

Self-control plays an important role in the development of independent work skills, since this work involves minimal participation of the lecturer in the educational process. When learning a foreign language, mistakes are inevitable. There are many ways to correct mistakes: the lecturer themselves points out the mistake, gives the opportunity to correct the mistake to other students, suggests the correct option for self-control, etc [8]. But if we are talking about independent work, then it is necessary to provide trainees with the opportunity to correct their mistakes themselves, in this case the mistake can become a developing factor in the learning process, without slowing it down. If the learner recognizes the mistakes of other students, this means that he/she is able to control his/her speech activity better. This is especially important if they work in pairs or small groups.

Independent work is effective if it is one of the constituent elements of the educational process, and special time is provided for it at each lesson. Therefore, the choice of types, volume and content of independent work plays an important part. It must be pointed out that the principle of accessibility and regularity, the connection between theory and practice, the principle of a gradual approach in task difficulty are of great importance in this matter. Learning activities offered for independent work should not be new in the way they are performed [7]. The wording in the learning activities should be clear, students should have a clear picture of what the task is and how its implementation will be checked. This makes the work meaningful and contributes to its more successful execution. Forms of work should be familiar, as new or less familiar forms will create difficulties in the process of work. Very easy and vice versa difficult tasks are not recommended for this form of work.

Difficult activities should be performed under the supervision of a lecturer to maximize the learning effect. In addition, when performing more difficult tasks, if difficulties arise, the student may lose interest in the learning process. At the first stage of the independent work skill formation, the lecturer should offer simpler tasks in form and content in order to form the

simplest work skills. Similar performance of tasks should be preceded under his guidance with clear explanations, which is fundamental for the formation of more complex skills and abilities necessary for independent work at a later stage. It should be noted that tasks are selected depending on the goal that the lecturer sets for themselves in independent work and on the level of language proficiency in a particular group. If the purpose of the work is to revise what has been studied in a group with weak students, then it is advisable to raise a task according to ready-made templates. In groups with a high level of language proficiency, it is necessary to offer tasks that require the application of knowledge in a new situation.

It is also worth remembering such an important factor as the time that the lecturer allocates for completing tasks in independent work. In groups with different levels of language proficiency, this factor must be constantly taken into account. It requires an individual approach to each student or group. For example, when working with a text and activities to it, the lecturer must have several types of activities (in terms of volume, complexity) in order to switch those who successfully completed activities to more complex ones in time.

Students are to be instructed not to write or pronounce words if they do not understand the meaning. It happens that a student repeats words or sentences after the lecturer, without understanding their meaning [9]. In this case, they should be asked to address the lecturer with the question: «Was bedeutet das? Ich verstehe das nicht (German)». «Queignifiee mot? Répétez s'ilvous plaît encore une fois. Je ne comprends (French)». «Could you repeat it, please? I didn't catch» (English). The lecturer, in turn, to check if the students understands him, should ask the questions: «Verstehst du das? Was verstehst du nicht? Wer hat etwas nicht verstanden? Etc. (German)». «Comprenez-vous? Qu'est – ce que tu ne comprends pas? Qui ne comprend pas? (French)». «Do you understand it? Is it clear for you?» In this context, students understand their main task – to learn to read and speak a foreign language, as well as that to be able to speak is to be able to express their thoughts, and not to say what they have learned by heart.

Great attention is paid to reading as a type of speech activity, which provides one of the forms of written – verbal communication. By reading, the information contained in the recorded corpus (the text) is extracted, that is, the content that the student receives during reading and their acquaintance with the genres of texts, with their lexical and compositional structure, with linguistic means of expressing cause-and-effect and other relationships.

Let us highlight several principles of teaching reading:

- reading should include both receptive and reproductive activity of students, i.e. reproduction of a sound image, syntagmatic division of the text, correct intonation design of each syntagma and the phrasal stress positioning.

- it presupposes reliance on mastering the language structure (its structural and constituent elements).

- teaching to read in a foreign language should be based on the students' reading experience in their native language, which dictates the need to develop the speed of reading [10].

Close attention is paid to the selection and composition of texts for teaching reading and working on them. The specialties of training as well as the level of students' language training are taken into account.

There should be distinguished four functions currently set to the text:

- 1) vocabulary enrichment and expansion;
- 2) language material practicing;
- 3) the development of oral speech – speaking;
- 4) development of reading skills.

The main function of the text is to teach reading, while others have a subordinate, auxiliary character.

Reading a text is essentially a practice in speech activity. The purpose of such reading is to obtain a certain result, the essence of which is to understand the semantic content of the text. Naturally, reading is assessed by this indicator.

When reading functions as a type of speech activity and students are aware of this, several conditions should be observed:

- 1) creating confidence in the student that he can read;
- 2) the content of the texts for reading must be meaningful to the reader;
- 3) the actual content of texts in a foreign language can be used in another type of educational or other activity;
- 4) the student must be sure that he is required to understand the content of the text, and not just the ability to voice it.

The nature of the reading is greatly influenced by the type of assessment. In this case, the object of control should be the content, not the linguistic side of the text [10].

We believe that the development of other types of speech activity should «adjust» to the acquiring reading skills. In order to learn how to extract some information for themselves from what they read, students are to do many different exercises. They are to be aware of the colloquial speech features; they should know that dialogue requires a quick reaction and a short response. At the same time, students should be taught to express their thoughts in simple grammatical forms in order to avoid speech errors and not to experience difficulties in searching for unknown words [8]. Special exercises contribute to the development of this skill. Students are offered, for example:

- 1) simplify complex sentences:
 - a) Er sagte seinem Freund, das er ihn heute besuchen wird.
 - b) Mit grossem Vergnügen lerne ich die Deutsche Sprache.
 - c) Er sagte dem Freunde: «Ich komme heute».
 - d) Ich lerne sehr gern Deutsch.
- 2) convey the content of the sentence, said in Russian, in a foreign language. For example: Since the weather was very frosty, we had to stay at home and have fun reading interesting books. (Das Wetter war sehr kalt, wir müssten zu Hause sitzen. Wir lasen. - Das Wetter war frostig. Wir sassen zu Hause und lasen. Die Bücher waren interessant. - Es war sehr kal. Wir blieben zu Hause. Wir lasen interessante Bücher (German). Comme il faisait froid nous devions rester à la maison. Nous lisions des livres intéressants. - Il faisait froid. Nous restions à la maison et nous lisions. Des livres étaient intéressants. Il faisait froid. Nous restions à la maison. Nous lisions. Des livres étaient intéressants (French). Since the weather was very frosty, we had to stay at home and have fun reading interesting books. - The weather was very frosty. We had to stay at home and have fun reading interesting books (English).

When studying new material, the lecturer should indicate the possibilities of its application. So, when studying the topic «Portrait of a Man», students should point out the possibility of describing themselves or a friend (another person); complain of feeling ill (e.g. ich habe Augenschmerzen. Ich kann nicht lesen; ich habe Halsschmerzen, ich kann nicht laut sprechen; ich habe Kopfschmerzen); understand and be able to use complex words composed of familiar stems (for example, das Kopfschmerzen, das Kopftuch, die Handarbeit, der Handschuh); understand and be able to use phraseological expressions (bis dahin läuft noch viel Wasser in die Elbeherunter; ich bin ganz Ohr; zu Fuss gehen); understand words formed using suffixes of various parts of speech (menschlich, herzlich); recognize words that include familiar roots (Augenkrankheit, Kernkraftwerk).

The above general methods of organizing work in the study of a foreign language and specific methods of working with a text, in our opinion, can help form the basis for students' independent work. And to make the process of language mastering continuous, the Moodle

platform is actively used, where audio- and video- materials on each studied topic are posted, where students can learn to hear, watch and speak out the material on their own [11].

Teaching a foreign language at a university is inextricably linked with an increase in volume, therefore, there is an increase in the methodological support of students' independent work on the Moodle platform. In this regard, the Foreign Languages Department of VETI MEPhI decided to study the students' attitude to the Moodle educational platform. The Foreign Languages Department carried out a survey among the students from the first to the fifth years of various specialties. The dominant number of respondents was students of the second and third years, who use this educational platform most actively – 40,6% and 36,6%, respectively.

Thus, as a result of the survey, it turned out that, in general, students are satisfied with the way as the Moodle platform is organized – 82.3%. The main advantage of the platform in the study of a foreign language, students call accessibility – 38.5%. The time saving is no less significant – 29.9%, which is very important with growing workloads. 26.4% of students appreciate the opportunity to use third-party information sources when passing the tests that testifies, on the one hand, to the students' ability to use Internet resources, and, on the other hand, to insufficiently firmly mastered knowledge of this or that unit.

The active use of the Moodle platform in the educational process of VETI MEPhI began with the transfer of students to distance learning in the winter of 2020. Since then, the platform has been constantly updated and improved. However, any system can have its disadvantages, that's what we wanted to find out in our survey. What are the disadvantages of the Moodle platform students see in the process of foreign language learning? The main disadvantage 45% of students considers a system failure. This objective reason is caused by the work of the Internet and is associated with a huge load on the network. But there is one more question that made us introduce a lot of changes in the platform's operation: 41.4% of respondents find inconvenient the material arrangement on Moodle. This significant observation made it possible to change qualitatively the material arrangement. Unfortunately, the students failed to find the answer what to be improved in the platform? More than a half, 55.5% of the respondents, found it difficult to answer this question, and 34.7% frankly do not know what should be done.

When asked what other educational platforms or sites you use in learning a foreign language, only a small percentage of students answered that they use Quizlet, British Council or watch films in English; 32.6% play games, but most of the respondents do not use any platforms in learning a foreign language. This is typical for students of non-linguistic universities and is explained by the heavy workload in other disciplines, and it is also a reason for increasing motivation in learning a foreign language.

Thus, extracurricular independent work of students as a special form of educational activity is the result of the interaction of a lecturer and students in the process of learning a foreign language. At the same time, the lecturer organizes and manages independent work on mastering a foreign language speech activity, and the use of electronic educational resources, in particular, the Moodle platform, allows students to show an increasing degree of cognitive independence while performing reproductive, transformative and creative activities.

Summarizing the above, it should be noted that in accordance with the export-oriented strategy of the State Corporation Rosatom, the educational and self-educational functions of a foreign language have significantly increased in VETI. Improving the quality of teaching a foreign language, first of all, is associated with the improvement of teaching methods, the choice of forms of work and the motivation of students. Independent work, as one of the productive forms, becomes of great importance in the process of teaching a foreign language; therefore, for the effective organization of students' independent work, the lecturer must organically plan the educational process, set clear tasks and choose the right way to solve these problems, having the necessary educational and methodological base. The use of

electronic systems, in particular Moodle, allows to supervise the independent work of students at a higher level. Blended learning of a foreign language at VETI develops the ability to form strategies for independent work, which will further lead to an increase in the students' ability to make independent decisions in the professional sphere at the enterprises of the State Corporation «Rosatom». The search for new approaches has led to the emergence of additional methods in working on the Moodle platform, such as the development of a whole range of trajectories that contribute to the improvement of speaking skills, such as Traveling, Lifestyle, Technology, Mass Media, Life Goals, Study Habits and others. Using these methods makes it possible to make training students effective in the field of foreign languages within the framework of personnel training for the world market to maintain leadership positions in the nuclear power industry.

СПИСОК ЛИТЕРАТУРЫ

1. *Айдрус, И.* Мировой опыт использования технологий дистанционного образования / Айдрус Ирина, Ахмед Зейн. – URL: <https://cyberleninka.ru/article/n/mirovoy-opyt-ispolzovaniya-tehnologiy-distsionnogo-obrazovaniya>.
2. *Зарочинцева, И.В.* Формирование языковой компетенции студентов ВИТИ НИЯУ МИФИ в свете экспортоориентированной политики ГК «Росатом» / И.В. Зарочинцева, Л.В. Захарова, Ю.А. Лупиногина, Н.В. Бунамес, Е.В. Колесникова // Глобальная ядерная безопасность. – 2020. – № 3(36). – С. 95-103.
3. *Воног, В.В.* Использование LMS Moodle при обучении иностранному языку в аспирантуре в рамках смешанного и дистанционного образования / В.В. Воног, О.А. Прохорова. – URL: <https://cyberleninka.ru/article/n/ispolzovanie-lms-moodle-pri-obuchenii-inostrannomu-yazyku-v-aspiranture-v-ramkakh-smeshannogo-i-distsionnogo-obrazovaniya>.
4. *Терехова, Н.В.* Педагогическое руководство самостоятельной деятельностью студентов : дисс. канд. пед. наук / Н.В. Терехова. – Москва, 1996. – 168 с.
5. *АВС : методические рекомендации по иностранным языкам.* – Москва : Высшая школа, 1985. – Вып. 8. – 79 с.
6. *Щукин, А.Н.* Методы и технологии обучения иностранным языкам / А.Н. Щукин. – Москва : Икар, 2017. – 240 с.
7. *Казаков, В.А.* Самостоятельная работа студентов / В.А. Казаков. – Киев, 1988. – 280 с.
8. *Пассов, Е.И.* Уроки иностранного языка / Е.И. Пассов, Н.Е. Кузовлева. – Москва : Глосса-пресс; Ростов-на-Дону : Феникс, 2010. – 638.
9. *Щукин, А.Н.* Методика обучения речевому общению на иностранном языке / А.Н. Щукин. – Москва : ИКАР, 2011. – 452 с.
10. *Семенова, Г.Н.* Обучение чтению на иностранном языке в неязыковом вузе / Г.Н. Семенова, Н.В. Бунамес // Машиностроение и техносфера XXI века : сборник трудов международной научно-технической конференции. – Донецк, 2004. – Т. 3 – С. 93-95.
11. *Колдина, М.И.* Управление самостоятельной работой студентов вуза / М.И. Колдина, О.И. Ваганова, А.В. Трутанова. – URL: <https://cyberleninka.ru/article/n/upravlenie-samostoyatelnoy-rabotoy-studentov-vuza>.

REFERENCES

- [1] Aydrus Irina, Ahmed Zane. Mirovoy opyt ispol'zovaniya tekhnologiy distantsionnogo obrazovaniya [World Experience in Using Distance Education Technologies.] URL: <https://cyberleninka.ru/article/n/mirovoy-opyt-ispolzovaniya-tehnologiy-distsionnogo-obrazovaniya>
- [2] Zarochintseva I.V., Zakharova L.V., Lupinogina Yu.A., Bunames N.V., Kolesnikova E.V. Formirovaniye yazykovoy kompetentsii studentov VITI NIYAU MIFI v svete eksportooriyentirovannoy poliki GK «Rosatom» [Language Competence Formation Among VETI NRNU MEPhI Students in the View of State Corporation «Rosatom» Export-Oriented Policy]. Global'naya yadernaya bezopasnost' [Global Nuclear Safety]. 2020. No.3(36). P.95-103 (in Russian).
- [3] Vonog V.V., Prokhorova O.A. Ispol'zovaniye LMS Moodle pri obuchenii inostrannomu yazyku v aspiranture v ramkakh smeshannogo i distantsionnogo obrazovaniya [Using LMS Moodle in Teaching a Foreign Language in Postgraduate Studies in the Framework of Mixed and Distance Education.] URL: <https://cyberleninka.ru/article/n/ispolzovanie-lms-moodle-pri-obuchenii-inostrannomu-yazyku-v-aspiranture-v-ramkakh-smeshannogo-i-distsionnogo-obrazovaniya>

- inostrannomu-yazyku-v-aspiranture-v-ramkah-smeshannogo-i-dstantsionnogo-obrazovaniya (in Russian).
- [4] Terekhova N.V. Pedagogicheskoye rukovodstvo samostoyatel'noy deyatel'nost'yu studentov [Pedagogical Guidance of Students' Independent Activities]. Moskva [Moscow]. 1996. 168 p. (in Russian).
- [5] AVS: metodicheskiye rekomendatsii po inostrannym yazykam [ABC: Guidelines for Foreign Languages.] Moskva: Vysshaya shkola [Moscow: Higher school]. 1985. Issue 8. 79 p. (in Russian).
- [6] Shchukin A.N. Metodiki i tekhnologii obucheniya inostrannym yazykam [Methods and Technologies of Teaching Foreign Languages.]. Moskva: Ikar [Moscow: Ikar]. 2014 (in Russian).
- [7] Kazakov V.A. Samostoyatel'naya rabota studentov [Independent Work of Students]. Kiev, 1988. 280 p. (in Russian).
- [8] Passov E.I., Kuzovleva N.E. Uroki inostrannogo yazyka [Foreign Language Lessons.] Moskva: Glossa-press; Rostov-na-Donu: Feniks [Moscow: Glossa-press; Rostov-on-Don: Phoenix]. 2010 (in Russian).
- [9] Shchukin A.N. Metodika obucheniya rechevomu obshcheniyu na inostrannom yazyke [Methodology for Teaching Speech Communication in a Foreign Language.] Moskva: Ikar [Moscow: Ikar]. 2014 (in Russian).
- [10] Semenova G.N., Bunames N.V. Obucheniye chteniyu na inostrannom yazyke v neyazykovom vuze [Reading Instruction in a Foreign Language in a Non-Linguistic University]. Mashinostroyeniye i tekhnosfera XXI veka : sbornik trudov mezhdunarodnoy nauchno-tekhnicheskoy konferentsii [Mechanical Engineering and Technosphere of the XXI Century. Proceedings of the International Scientific and Technical Conference]. Donetsk. 2004. V.3. P.93-95 (in Russian).
- [11] Koldina M.I., Vaganova O.I., Trutanova A.V. Upravleniye samostoyatel'noy rabotoy studentov vuza [Management of University Students' Independent Work]. URL: <https://cyberleninka.ru/article/n/upravlenie-samostoyatelnoy-rabotoy-studentov-vuza> (in Russian).

Independent Work Peculiarities in the Process of Foreign Language Study in Blended Learning Environment While Training Young Specialists for the State Corporation «Rosatom»

**L.V. Zakharova¹, N.V. Bunames², I.V. Zarochintseva³, Yu.A. Lupinogina⁴
M.A. Melkikh⁵**

*Volgodonsk Engineering Technical Institute the branch of National Research Nuclear University “MEPhI”,
Lenin St., 73/94, Volgodonsk, Rostov region, Russia 347360*

¹ORCID iD: 0000-0003-1496-3935

WoS Researcher ID: M-3905-2018

e-mail: zakharova11@mail.ru

²ORCID iD: 0000-0001-7957-694X

WoS Researcher ID: E-4506-2015

e-mail: bunames@bk.ru

³ORCID iD: 0000-0001-6412-8714

WoS Researcher ID: M-3835-2018

e-mail: michael.mus.2000@mail.ru

⁴ORCID iD: 0000-0002-4327-1172

WoS Researcher ID: M-3826-2018

e-mail: matashonok@mail.ru

⁵ORCID iD: 0000-0002-4221-8185

e-mail: maria.alexeevnaa@gmail.com

Abstract – The article deals with the problems of foreign language independent work in technical high schools when training specialists for State Corporation «Rosatom» in conditions of mixed education, basic principles and methods of training using electronic systems, analyzes typical mistakes, current and final control.

Keywords: independent work, mixed learning, electronic educational platform, self-awareness, reflectivity, self-discipline, personal responsibility.