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Presentation date: December, 2019

Date of acceptance: January, 2020

Publication date: March, 2020

THE METHODOLOGICAL BASIS

OF THE INDEPENDENT WORK OF STUDENTS OF A TECHNICAL UNIVERSITY IN THE STUDY OF DISCIPLINE ADAPTATION IN THE LABOR MARKET

LA BASE METODOLÓGICA DEL TRABAJO INDEPENDIENTE DE ESTUDIANTES DE UNA UNIVERSIDAD TÉCNICA EN EL ESTUDIO DE LA DISCIPLINA ADAPTACIÓN EN EL MERCADO LABORAL

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Suggested citation (APA, seventh edition):

Kamenez, N. (2020). The methodological basis of the independent work of students of a technical university in the study of discipline adaptation in the labor market. *Universidad y Sociedad*, 12(2), 94-102.

RESUMEN

The discipline "Adaptation on the labor market" occupies a significant place in the training of specialists, as it provides for the study of the basic conceptual provisions in the field of the labor market, allowing young professionals to more quickly and quickly adapt to new requirements related to the start of work, the system of internal relations in the oil and gas sector activities. In the context of the economic crisis, the problems of ensuring employment have become particularly relevant. Timely active positions in the labor market lead to an increase in the employment of the population as a whole, normalization of the reproductive cycle of the population, labor force, and a decline in the level of open and especially hidden unemployment. The purpose of this article is to assist in the assimilation of the forms and stages of students' adaptation.

Palabras clave:

Independent work, students, discipline, module, adaptation to the labor market.

ABSTRACT

La disciplina "Adaptación en el mercado laboral" ocupa un lugar importante en la formación de especialistas, ya que prevé el estudio de las disposiciones conceptuales básicas en el campo del mercado laboral, permitiendo a los jóvenes profesionales adaptarse más rápida y rápidamente a los nuevos requisitos. relacionado con el inicio del trabajo, el sistema de relaciones internas en las actividades del sector de petróleo y gas. En el contexto de la crisis económica, los problemas para garantizar el empleo se han vuelto particularmente relevantes. Las posiciones activas oportunas en el mercado laboral conducen a un aumento en el empleo de la población en general, a la normalización del ciclo reproductivo de la población y la fuerza laboral, y a una disminución en el nivel de desempleo abierto y especialmente oculto. El propósito de este artículo es ayudar en la asimilación de las formas y etapas de la adaptación de los estudiantes.

Keywords:

Trabajo independiente, estudiantes, disciplina, módulo, adaptación al mercado laboral.

INTRODUCTION

Modern society poses the challenge for higher education to train a specialist who is knowledgeable, thinking, able to independently obtain and apply knowledge in practice. The solution to this problem is carried out through the search for content, forms, methods and training tools that provide greater opportunities for development, self-development and self-realization of the individual. In this regard, the problem of mastering the methods of cognitive activity by students in the conditions of independent work is of particular relevance (Lukinova, 2003).

The urgency of the problem of students mastering the methods of independent cognitive activity in the classes on the discipline "Adaptation in the labor market" is due to the fact that during the period of study at the university the foundations of professionalism are laid, the skills of independent professional activity are formed. In this regard, it is especially important that students, mastering the knowledge and methods of obtaining it, be aware that independent work is designed to complete the tasks of all other types of educational work, because no knowledge that has not become the object of their own activity cannot be considered a true personal asset (Petrovsky, 1984).

Turning to the psychological and pedagogical literature shows that researchers have repeatedly addressed the issues of forming the skills of independent educational activity. So, in the writings of B. G. Ananiev, A. A. Bodalev, L. S. Vygotsky, A. N. Leontyev, S. L. Rubinstein, N. F. Talyzina, L. M. Fridman and others the role is revealed and the place of independence in the formation of the human person. The necessity and importance of the formation of independence at a student age is considered in the works of Davydov, et al (2018), are defined concepts of "independent work", "independent cognitive activity", "independence". In a number of sources (Polovnikova, 1968) emphasizes the fundamental possibility of improving the quality of training through the use of independent work in the educational process.

Of undoubted interest are works in which considerable attention is paid to the problem of the formation of the skills of independent educational activity (M.A. Danilov, I.A. Zimnaya, T.I. Ilyina, I. Ya. Lerner, A.A. Lyublinskaya, B. F. Lomov, N. A. Menchinskaya, O. A. Nielson, R. B. Sroda and others).

P. I. Pidkasisty and I. Ya. Lerner consider cognitive independence as a property of the personality character and quality of its activity.

B. G. Ananyev, N. V. Kuzmina, T. I. Shamova in their works, cognitive independence is investigated as a quality of personality and the foundation of its self-development.

M.I. Makhmutov highlights the signs of cognitive independence: the need for knowledge, the desire to deeply understand the essence of the issues under discussion, in ways of obtaining knowledge, a critical approach to the material being studied, and the ability to express one's point of view. V. A. Orlov, T. I. Shamova, the methods of learning are considered as a component of cognitive independence, while they distinguish operational, technological and organizational independence. Polovnikova (1968), identifies three levels of independence: copying, reproducing selective, creative. All researchers determine cognitive independence as a property of the human psyche, as a quality and personality trait. All of the above can be implemented in independent cognitive activity on the basis of the training method "independent work". The concepts of "independent work" and "independent cognitive activity" are associated with the concept of "independence" and are the most frequently used didactic categories. Their content, structure, types, functions have long been discussed on the pages of pedagogical, methodological, and didactic literature.

METHODOLOGY

Student's independent work in discipline "Adaptation in the labor market" is a mean of involving a student in independent cognitive activity in this discipline, which forms his psychological need for systematic self-education. In the conditions of a competency-based approach, the need and ability for self-education is considered as a key competency that characterizes a graduate with higher education.

Independent work of students in extracurricular time may include: study of lecture material on the discipline, work with scientific and technical literature in the study of sections of the lecture course submitted for independent study; preparation for seminars, practical exercises; preparation for tests, colloquiums, etc (Senashenko & Zhalnina, 2006).

Independent work of students in the classroom in the discipline of "adaptation to the labor market" is very diverse and may include: the implementation of independent work; performance of control work, problem solving; work with reference, methodological and scientific literature; protection of work performed; operational (current) survey on individual topics of the studied discipline; interview, colloquiums; business games, discussions, conferences; testing, etc.

When planning independent work on discipline "Adaptation of the labor market," we are guided by the requirements of E, are set out by E in the regulations, such as the Federal gosudarstvenny educational standard of higher education in the direction of training or a degree,

the working program of discipline as an integral part. The program of independent cognitive activity provides (Table 1): sections, topics, individual issues of the studied discipline, submitted for independent study.

Table 1. The list of topics and types of control of independent work.

No. p / p	Section (module) and topic number	Topic Title	Labor input (hours)	Types of control
one	2	3	4	5
Profile: "Operation and maintenance of oil production facilities"				
one	1-1	Labor motivation and labor mobility (topic: Labor as the basis of human life and society)	6 / 8	Presentation at the seminar (essay defense), testing
2	1-2	Modern views and models of the labor market (topic: Labor market: features, types and models. Oil and gas industry personnel)	8 / 8	Testing
3	1-3	Socio-psychological work in the employment service system (topic: Federal and regional level of employment management. Employment in the oil and gas business)	6 / 8	Discussion
4	2-4	Employer interview (topic: Methods of job search. Employment agencies in the oil and gas industry)	4 / 9	Presentation at the seminar (essay defense), participation in the discussion, testing
5	2-5	Team business communication (topic: Formation of a professional career. Career in the oil and gas industry)	4 / 9	Discussion, testing
6	3-6	Modification and termination of an employment contract (topic: Organizational and legal foundations of managerial and entrepreneurial activity. Employment contract)	6 / 8	Presentation at the seminar (essay defense), testing
7	3-7	The procedure for the application and removal of disciplinary sanctions (topic: Labor discipline and disciplinary liability under labor law)	6 / 8	Participation in discussion
8	3-8	Investigation and registration of accidents and occupational diseases at work (topic: Labor protection. Features of labor protection at oil and gas enterprises)	6 / 8	Discussion, testing
		Total:	46 / 66	

Before performing independent work, the student should familiarize himself with the material given in the lecture course, study the recommended literature.

In the process of organizing independent work, teacher's consultations are of great importance, during which, you can solve the problems of the course being studied, clarify the most difficult issues (Troyanskaya & Savelyeva, 2013).

Rationing of independent work involves solving the following problems: determination of the time budget for independent work during class, which is formed by special

methods of conducting them, mobilizing the student's creative cognitive activity; determination of the planned volume of hours for all independent work, as the sum of the time of the classroom and extracurricular forms of independent work; determination of the time budget for each type of independent work; determination of the actual total time spent by the student and the costs of certain types of independent work. The time budget for students for a separate type of independent work is determined by the teacher, as a rule, based on data on the average time spent by students in performing the same tasks (based on observations of students performing classroom

independent work, interviewing students about the time spent on a particular task, timekeeping of own costs for solving a particular problem with the introduction of a correction factor based on the level of knowledge and skills of students).

When organizing independent work, the teacher informs students about the organization of their independent work in the semester, analyzes and eliminates the objective reasons for overloading students during the semester in their discipline, not exceeding the planned costs allocated for each week, and also organizes classroom and extracurricular independent work and stages control this work (Simakova & Isakova, 2017).

During the student's extracurricular independent work, and if necessary, the teacher can conduct consultations at the expense of the general budget for the time allotted for consultations. Independent work can be carried out individually or by groups of students, depending on the purpose, volume, specific subjects of independent work, level of difficulty, level of students' skills (Larionova, 2003).

The forms of control of students' independent work can be very diverse: test on issues, checking individual tasks, seminars, colloquiums, conferences, business games, test on the topic, section, testing, self-reports, tests, defense of course projects and works, oral and written exams etc.

Set-up questions:

1. The concept of labor and labor.
2. Labor force, worker and workplace. Cooperation of labor.
3. The types of division of labor.
4. The concept of profession, specialty and qualifications.
5. Motivation and labor mobility.
6. The specifics of the labor market.
7. The components of the labor market and the mechanism of their interaction.
8. Labor market: oil and gas industry personnel.
9. Modern types and models of the labor market.
10. State employment policy. Directions and principles of employment policy.
11. The economic function of employment. Social function of employment.
12. The State Employment Service and its functions.
13. Employment in the oil and gas industry. Socio-psychological work in the employment service system.

14. Employment agencies and recruiting firms. Features of the work of recruitment agencies in the oil and gas industry.
15. Preparation of a professional resume and a package of documents for a successful interview.
16. The basic rules for the compilation and execution of scientific, technical and official documentation.
17. Interview with the employer.
18. Careers in the oil industry.
19. Planning a professional career.
20. Adaptation at a new workplace.
21. Business communication in a team.
22. Legal forms of enterprises.
23. The charter of the enterprise.
24. Organization management structures.
25. The concept of an employment contract, its parties and meaning.
26. Conclusion of an employment contract. The content of the employment contract.
27. Fixed-term employment contract. Modification and termination of an employment contract.
28. Legal regulation and internal rules. The concept and types of disciplinary liability.
29. The procedure for the application and removal of disciplinary action.
30. Labor protection in the oil and gas industry. Obligations of the employer to ensure the safety of the employee.
31. Medical examinations of certain categories of workers.
32. Investigation and registration of industrial accidents and occupational diseases.

Being a necessary condition for the formation of skills of all kinds, self-control is at the same time one of the important tasks of training. The ability to control their work helps the student to acquire, deepen and expand knowledge, successfully master the profession.

In the discipline "Adaptation in the labor market" a number of independent works and individual tasks of various types have been developed.

The following is the thematic structure of tasks and control questions for sections of the adaptation course in the labor market.

Theme: "Labor as the basis of human life and society"

The concept of labor and work. Labor force, worker and workplace. Cooperation of labor. Types of division of

labor. The concept of profession, specialty and qualification. Labor motivation and labor mobility.

Questions for self-control:

1. What is the essence and concept of labor and labor?
2. Expand the content of theories X and Y - options for the attitude to the work of D. McCregor.
3. List the types of labor. How is work classified?
4. What is meant by labor productivity? What are the ways to increase it?
5. State the essence of the division of labor and list its types.
6. What is the essence of the concept of labor organization?
7. What is meant by the cooperation of labor? What are its forms?
8. Expand the concept of profession, specialty, qualification.
9. State the concept of work, workforce, employee, workplace.
10. What is the essence of labor motivation?
11. What is meant by the mobility (mobility) of the workforce?
12. State the causes of labor migration. What should be understood as pendulum migration?

Theme: "Labor market: features, types and models. Oil and gas industry personnel

The specifics of the labor market. The components of the labor market and the mechanism of their interaction. Labor market: oil and gas industry personnel. Modern views and models of the labor market.

Questions for self-control:

1. What are the conditions for the emergence of a labor market?
2. List the baseline of the legitimacy of market transactions.
3. Describe the effect of the market mechanism on the labor market.
4. What is the essence of the labor market as an economic category?
5. List the main elements of the labor market.
6. What should be understood as labor market conditions?
7. Describe the infrastructure of the labor market.
8. Describe the open and hidden labor market.

9. What is meant by the local and federal labor markets?
10. Describe the external and internal labor markets.
11. List the models of labor markets according to supply and demand.
12. What are the features of the Japanese labor market model?
13. Describe the model of the labor market in the United States.
14. What is the specificity of the Swedish labor market model.
15. Describe the Russian model of the labor market.
16. Describe the oil and gas industry personnel.

Topic: "Federal and regional level of employment management. Employment in the oil and gas business "

State employment policy. Directions and principles of employment policy. The economic function of employment. Social function of employment. State employment service and its functions. Employment in the oil and gas industry. Socio-psychological work in the employment service system.

Questions for self-control:

1. What is the essence and goals of state employment policy?
2. List the principles and main directions of employment policy.
3. Describe the economic function of employment.
4. What is the social function of employment?
5. What should be understood as an active state policy in providing employment?
6. Describe the state's passive policy in providing employment.
7. Expand the essence of employment management at the federal level.
8. Describe the process of managing employment at the regional level.
9. List the functions of the employment service.
10. What is meant by quotas for jobs?
11. What should be understood as a job fair?
12. Tensions in the labor market.
13. The critical situation in the labor market.
14. Describe the activities of the employment service.

15. Outline the process of planning and information support of technological processes of the employment service.
16. State the procedure for financing the activities of the employment service.
17. What is the role of socio-psychological work in the employment service system?
18. Describe the employment in the oil and gas sector.

Topic: "Job Search Methods. Employment agencies in the oil and gas industry "

Employment agencies and recruiting firms. Features of the work of recruitment agencies in the oil and gas industry. Preparation of a professional resume and a package of documents for a successful interview. The basic rules for the preparation and execution of scientific, technical and official documentation. Interview with the employer.

Questions for self-control:

1. List the key elements of the personnel policy of the enterprise.
2. List the stages of selection and admission of personnel.
3. Give ways to find work.
4. Analyze the importance of the recommendations when looking for a job.
5. List the primary documents required for employment.
6. State the main content of the cover letter.
7. State the main contents of the accompanying summary.
8. State the main content of your autobiography.
9. Describe the rules for the preparation and execution of scientific, technical and official documentation.
10. Define the concept of "interview".
11. List the types of interviews.
12. Describe the features of the work of recruitment agencies in the oil and gas industry.

Topic: "The formation of a professional career. Career in the oil and gas industry "

Career in the oil industry. Professional career planning. Adaptation at a new workplace. Business communication in a team.

Questions for self-control:

1. What is the essence of a career? List your career options.
2. What is the adaptation at the new workplace?

3. What are the different types of adaptation?
4. Give a definition of the concept of "business communication".
5. List the ways to improve the effectiveness of joint activities.
6. Give a definition of the concept of "conflict". What are its types?
7. What are the ways to resolve the conflict?
8. List the signs of conflict
9. What should be understood as a legal conflict?
10. List the types of conflict.
11. Describe the formation of a career in the oil and gas complex.

Theme: "The organizational and legal foundations of managerial and entrepreneurial activity. Employment contract"

Form of incorporation of enterprises. Charter of the enterprise. Organization management structures. The concept of an employment contract, its parties and significance. The conclusion of an employment contract. The content of the employment contract. Fixed-term employment contract. Modification and termination of an employment contract.

Questions for self-control:

1. Describe the specifics of the activities of oil and gas companies of various legal forms.
2. What should be understood by the charter of the enterprise?
3. List the management structure of the organization. Describe their strengths and weaknesses.
4. What does the concept of "employment contract" mean? What are the parties to an employment contract?
5. Describe the process of concluding an employment contract.
6. Expand the contents of the employment contract.
7. What is meant by a fixed-term employment contract?
8. Describe the process of changing the employment contract in connection with a temporary transfer to another job.
9. Describe the process of changing the employment contract in connection with a medical certificate.
10. List the grounds for termination of the employment contract.

11. What is the general procedure for terminating an employment contract?

Theme: "Discipline of labor and disciplinary responsibility in accordance with labor law"

Legal regulation and internal rules. The concept and types of disciplinary liability. The procedure for the application and removal of disciplinary action.

Questions for self-control:

1. What does the concept of law and order at work mean?
2. What is meant by the discipline of labor and what are the methods of its maintenance?
3. What should be understood by the internal work schedule of the organization? What regulatory legal acts regulate such a schedule?
4. What is the procedure for adopting the Internal Labor Rules? Expand its contents.
5. What is meant by the encouragement of workers for work? What measures of employee incentives are provided by labor law?
6. What is meant by disciplinary responsibility in the field of labor?
7. What is the basis and conditions for the disciplinary liability of the parties to the employment contract?
8. What are the types of disciplinary liability under Russian labor law? What are their distinguishing features?
9. What is the procedure for applying and removing disciplinary sanctions?
10. What are the features of disciplining the head of the organization, the head of the structural unit of the organization, their deputies?

Theme: "Labor Protection. Features of labor protection at oil and gas enterprises "

Labor protection in the oil and gas industry. Obligations of the employer to ensure the safety of the employee. Medical examinations of certain categories of workers. Investigation and registration of industrial accidents and occupational diseases.

Questions for self-control:

1. Expand the concept of "labor protection" in a broad and narrow sense.
2. Give a general description of labor protection legislation.
3. What are the basic concepts of categories of labor protection, enshrined in Art. 209 shopping mall?

4. What are the basic principles of labor protection?
5. Expand the content of the employee's right to labor protection and his guarantees.
6. What are the obligations of the employer in the field of labor protection?
7. What is the organization of labor protection?
8. What is the procedure for the investigation and registration of industrial accidents?
9. What are the specifics of labor protection for women, persons with family responsibilities, workers under the age of eighteen years, as well as persons with reduced working capacity?
10. 11. What are the features of labor protection in the oil and gas complex?

The criteria for evaluation of results of independent work of the student is with me : the level of development of students of educational material ; student's ability to use theoretical knowledge in performing practical tasks ; the validity and clarity of the response ; design of material in accordance with the requirements of standards ; formed skills in accordance with the goals and objectives of the study of discipline (Dulmukhametova, 2015).

RESULTS

In modern conditions of application of modular technologies and the formation of students' competencies in many universities, an information and educational environment is created that allows students to optimize their independent work at various stages of the learning process, taking into account the increase in their independence (Speranskaya & Yatsevich, 2016). At Tyumen Industrial University, such an environment is presented in an automated environment EDUCON 2.

The modular-block structure of the information and educational environment allows you to optimize the entire learning process, organize the independent work of students at various stages of the didactic cycle, taking into account their preparedness - the formation and growth of their degree of independence (Agibova & Kulikova, 2010).

The information and educational environment, focused on the effective independent work of students, consists of the following blocks: educational; supervisor; communication; block teacher.

The educational unit includes theoretical, practical, resource and plug-ins. In the theoretical module the necessary theoretical information is presented, methods for solving typical problems are given. The theoretical module can be

used both for the study and repetition of the basic material, and for an in-depth study of the theory.

The practical module consists of modeling, calculation modules, the Practice module, and the Independent Work module.

The "Practice" module is represented by laboratory or practical work with assignments of various difficulty levels, during which students can use theoretical information if necessary. The module "Independent work" allows you to organize multilevel work with each individual student, to implement various types of independent work (reproducing, reconstructive-variative, heuristic), creates the possibility of phased education of students, taking into account the level of their competencies.

The resource module contains a collection of Internet resources, test, graphic, animation, video, audio materials presented on topics that students can use in the course of independent work.

The control unit consists of a test module, self-knowledge control modules and a portfolio. It is intended for monitoring, self-monitoring and reflection of students' knowledge.

The test module allows you to implement the input, current and final types of control, systematically carry out feedback with the student, identifying the degree of assimilation of the material he studied, and timely fill the gaps in the student's knowledge.

The knowledge self-control module allows the student to learn to solve problems independently, assess the degree of his training, and the teacher to monitor students' progress and, if necessary, adjust their training on time.

The communication block consists of modules: Bulletin board, Forum, E-mail. It provides information exchange between the participants of the educational process.

The teacher block contains a monitoring module, program-methodological and instrumental modules that are available only to teachers.

The program-methodical module contains a discipline program and methodological recommendations for effective use in the educational process.

The instrumental module includes programs for developing independent work tasks, tests, and self-monitoring tasks.

Students throughout the entire period of studying the discipline systematize in the portfolio all the work performed.

The forum organizes discussions on topics proposed for self-study, discusses projects presented by students.

E-mail allows the teacher to give individual advice to students, exchange information when working in groups. Using the modular structure of the information and educational environment, focused on the independent work of students, helps them critically evaluate their knowledge and skills (Dyatlova, 2018); carry out self-monitoring with error diagnosis; set itself the task of independently obtaining and deepening knowledge, which improves the quality of assimilation of this knowledge and helps to reveal the individual abilities of each student.

CONCLUSIONS

Thus, we can say that in the domestic pedagogy of higher education a fairly large experience has been gained in implementing the organizational and pedagogical conditions for the effective independent work of students. formation of conclusions on the results of monitoring and final control.

The choice of controlled parameters of the learning process should ensure the effective implementation of all the functions of pedagogical control. Pedagogical monitoring of students' independent educational work is distinguished by the fact that conducting control measures, analyzing the results obtained, their subsequent evaluation and then making decisions is carried out by the student himself (Gorb & Belkin, 2005). Thus, self-control is one of the varieties of pedagogical control. This determines the methodology for the formation of controlled parameters, the algorithms for their calculations, the plans for conducting control measures, the content and levels of tests and tasks. The student does not possess at the time of training knowledge and experience sufficient to assess the quality of academic work in the subject under study. Therefore, the organization for monitoring students proposed in pedagogical systems of independent educational work should: 1) diagnose the educational goal of independent work and be consistent with it; 2) contain calendar plans for control activities or principles for their agreed implementation; 3) determine areas of control, including verification of all levels of learning material; 4) systematically organize checks of control measures agreed with the current semester educational process; 5) contain detailed, detailed methods for analyzing the results and further decision-making on the quality of work and possible corrections of training parameters.

The development and use of pedagogical technologies in the system of higher educational institutions should be considered from the perspective of a comprehensive assessment of the socio-pedagogical aspects of the use of pedagogical technologies in the educational process of the university, taking into account the impact of

the educational environment at the individual, group and collective levels (Kamenez, et al, 2018).

In the educational process of a university, a lot of attention has always been paid to the search for teaching methods and techniques. In modern conditions, the search for new forms and possibilities of training is in the field of improving not only teaching methods, but also improving the technology of vocational training.

It is absolutely obvious that there is a need to formulate a new strategy for higher education, which, through the use of pedagogical technologies in the educational process of the university, can restore the lost harmony in the activities of the mechanisms of self-organization of the subjects of this process.

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