

## IMPLEMENTATION OF EFFECTIVE INDIVIDUAL WORK OF STUDENTS

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The organization and implementation of effective work of students in higher educational establishments is an essential component of the educational process especially in online learning. The aim is to develop language competence, critical thinking and engage students in the self-study. It includes various forms, methods and tools in order to improve their foreign language skills outside the classroom or online lessons in real time. Key aspects must be taken into account for students' independent work to ensure an effective learning process and student-teacher, teacher-student, and student-student feedback:

– Methodological support: teachers provide students with guidelines, tasks, methodological recommendations to their level and specialization. Students carry out the planned tasks under the methodical support of the teacher but without their direct participation. The components are taken into account need to be well structured, logically schemed and be reflected in the educational and professional program and curriculum. Students take google tests online.

– Use of E-Learning technologies system like Moodle, Google Classroom, university-specific platforms like Teams, Zoom, Google tests in order to structure assignments and track the progress.

– Use of interactive technologies such as Perfect English Grammar, YouEnGlish, Macmillan Education Everywhere, Word Wall, Test-English, Randal's Cyber Listening, Duolingo, Quizlet, Grammar Way.

Let's take a look at an example of one of the miniEnglish grammar lessons offered by Seonaid, a British native speaker of English, has a Master's degree (MPhil) from Cambridge University in English and Linguistics and she has been teaching English to foreign students for many years.

“Hello everyone! Today, let's talk about how we use modals for past and future obligation.”

Past obligation and prohibition

‘Must’ has no past tense (and we don’t use ‘must + have + past participle’ here – that’s only for logical necessity) so we use past of ‘have to’ when we are talking about the past.

- We have to / must wear a uniform now.
- We had to wear a uniform, when we were at school.

We can also use ‘couldn’t’ or ‘wasn’t / weren’t allowed to’ for prohibition in the past, for both general and specific situations.

- We couldn’t smoke at school.

Future obligation and prohibition

We can use 'must', 'have (got) to' or 'will have to' for future obligation. We tend to use 'must' or 'have (got) to' rather than 'will have to' if we've already made the arrangements.

- You'll have to go to the dentist when we get back from holiday.
- I've got to go to the dentist later today.
- We will have to wear a uniform, when we start school in the autumn.

We use 'won't be allowed to' or 'can't' or 'mustn't' for prohibition in the future.

- You won't be allowed to eat during the film.
- You mustn't eat during the film.
- You can't eat during the film.

Let's review!

1. Do we use 'must' for obligation in the past?
2. What modal verb do we use to talk about obligation in the past?
3. What verbs do we use for prohibition in the past?
4. We can use 'must', 'have (got) to' or '\_\_\_\_\_ have to' for future obligation.
5. We tend to use '\_\_\_\_\_' or 'have (got) to' rather than 'will have to' if we've already made the future arrangements.
6. We use '\_\_\_\_\_ be allowed to' or 'can't' or 'mustn't' for prohibition in the future.

Project- or task-oriented learning, based on teaching methods in which students acquire knowledge through active learning by engaging in real-world and personally meaningful projects. Students work on a project over an extended period of time (from a week to a semester) that involves them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. Students engage in research projects, presentations and case studies related to their field of study. They analyze scientific articles, write essays and participate in discussions. Blended learning approach as a combination of in-class instructions and online self-study provide flexibility in learning. Thus, teachers carry out assessments and get or give feedback by evaluating student's individual work through written assignments, reports and oral presentations. However, peer review and self-assessment techniques encourage active learning and reflection. To promote collaborative learning, teachers should schedule individual or group consultations, meetings, and mini lessons that help clarify complex topics and provide personalized guidance. Student engagement in extracurricular activities, such as debates and cultural exchange via online discussions, scientific conferences, programs, enhancing communication skills, watching films, and reading books, is also important.

## REFERENCES

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