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TEACHING A FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY IN THE CONTEXT OF THE INDIVIDUAL'S PROFESSIONALIZATION

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Summary. The article deals with the foreign language learning in higher education. Special attention is paid to the changing outlook of the modern world and the place of knowledge in the information society. The innovative teaching methods in higher education, such as the modular structure, credit-rating organization of the educational process, the language portfolio, the role-play, the project activities are discussed.

Keywords: higher education; language education; compulsory disciplines; foreign language; personality; proficiency; professional communication; innovative methods; creative potential; modular structure; credit-rating organization of the educational process; language portfolio; role-play; project activities; problem method; research project; self-realization; self-determination.

Modern Russian education should prepare a person for life in today's society, in the modern world. Currently, all education reforms are aimed at achieving this goal. Language education, in particular, teaching a foreign language, belongs to the category of compulsory disciplines in a higher educational institution.

In many modern standards of higher education, the competence associated with a foreign language is defined as "proficiency in one of the foreign languages at the spoken level" [1], "proficiency in one of the foreign languages within the framework of professional communication" [2], "knowledge of a second language" [3]. Thus, the language is traditionally referred to as knowledge.

Knowledge, as an element of the personality structure, forms the basis of the worldview and allows you to successfully adapt to the world and influence your environment.

Knowledge loses its meaning in the information society, in the information space. Information is stored in the environment, not in the mind of the individual. It is not knowledge that becomes important, but the ability to interact with the environment, communication, social skills and conformity.

The role of language education as a way to master the means of access to information is increasing in the information society. Since the language is constantly changing, there is a need for constant, continuous language education throughout our life.

Gradually, there is a transition from the knowledge paradigm of education to the world outlook paradigm, when the formation of students' independence

and activity in mastering a foreign language is one of the criteria for the success of education. The use of modern technologies, innovative teaching methods contribute to achieving it.

Innovative methods in higher education are understood as methods based on the use of science and information technologies modern achievements and providing for the actualization of the students' creative potential and independence. These methods are aimed at improving the quality of students' training, which will allow them to adapt to the conditions of a rapidly changing world and to realize themselves creatively in future professional activities.

During globalization, knowledge of a foreign language helps to expand the professional horizons of a specialist and becomes a social economic necessity for the successful implementation of labor activity. Effective mastering of a foreign language implies the ability to work on learning a language independently, maintain and replenish knowledge and skills, develop communication and information culture. Therefore, the purpose of applying innovative methods in teaching foreign languages is to form the student's readiness and ability to master a foreign language and foreign language culture independently.

Innovative methods in higher education include productive educational technologies that are focused on the student's independent learning activity. This is a modular course structure, credit-rating organization of the educational process, problem, project, research methods, training forms of education, language portfolio, the use of multimedia, the Internet.

With a modular course structure, all the educational material is divided into relatively independent fragments, modules. Some of the modules are compulsory for all students. It constitutes the basis of communication in a foreign language. This includes grammatical and phonetic material, the most common vocabulary, word-formation models, situations of everyday and professional communication, general information about the target language country. The students are offered to choose other modules e.g. regional materials, traditions, customs, attractions, certain areas of professional activity and highly specialized vocabulary. When forming these modules, individual professional preferences and personal interests of students are taken into account.

The modular course composition allows achieving differentiation and individualization of teaching a foreign language. In other words, students achieve the required level of the educational material assimilation consciously, independently, taking into account their psychological characteristics, level of knowledge, skills and personal qualities.

Credits are assigned to each module. They are calculated according to the criterion of the total labor intensity of the module (the number of hours and the intensity of the load for the student). The student must earn a certain number of credits to pass a subject. The number of received credits determines the student's rating in the group and at the department.

With the credit-rating organization of the educational process, the student determines himself how and when he will collect the required number of credits.

He chooses himself the individual pace of the program, the methods of mastering the modules and the form of providing the work results. Even with the advisory help of the teacher, decision-making and responsibility for the learning outcome lies primarily with the student.

The independent practice in the types of foreign language speech communication is a means of building an individual educational trajectory of a student. It enables him (her) to increase the degree of his (her) real independence, creativity and autonomy in the linguistic and educational environment. Tasks that provide free speech practice are situations that simulate real communication, role-playing, problematic and creative learning tasks.

Teaching foreign languages, due to the communicative nature of its subject, has always differed from teaching other subjects by its great creative nature, a variety of used teaching methods. Nowadays, the use of various techniques for modeling situations of real communication in the classroom and organizing students' speech interaction in a group is becoming a characteristic feature of a foreign language teacher's activity.

The creation in the educational process of speech situations in which the student needs to solve different problems generates an authentic educational context, which enables to reduce the gap between educational, real use and mastering of a foreign language. Solving problematic tasks individually and in a group requires students to think independently, to be creative, and is aimed at making students do their own creative speech works.

Role-playing games provide an opportunity to survive situations of everyday and professional communication, to enrich the linguistic and non-linguistic experience of students. The student is given a certain social role status in role-playing games and language trainings, which ensures the realization of the student's personal creative potential, the accumulation of effective individual experience of mastering and using a foreign language. The student's professionally competent speech in role-playing situations, which are close to real professional communication, leads to mastering such a level of language competence that meets the requirements of a social order for the formation of a specialist's personality capable of being competitive and successfully functioning in the world labor market.

Recently, the project methodology of teaching foreign languages has become widespread. The project can be individual or group, designed for one lesson and for the whole term. The goal of project activities is always to create a specific product. The final stage is the presentation by the student or students, discussion and evaluation of the project result.

The research project is the most popular in higher education. When working on such a project, the real needs of students are realized in mastering and using the studied language in information, educational, social and cultural activities. During the project implementation, students independently select the necessary material on the research problem from original sources and present it in the form of reports, excursions, booklets, thematic evenings.

The implementation of such a project contributes to the expansion of students' regional knowledge, the formation of respect for the history, culture, traditions and native-speakers. At the same time, the skills necessary for each specialist to work with information are formed. These skills are the following: search and selection of information, its organization, generalization, assessment, interpretation and presentation of information in the required form. While working on a project, students also gain experience of partnership in the process of solving educational problems and the skills of transferring individual experience to friends in a group.

Reproduction of verbal communication typical situations in the educational process requires the creation of a language environment in the classroom and during students' independent work. The modern way to immerse yourself in the language environment is to use multimedia tutorials, videos and the Internet.

Multimedia are designed for the individual work of students – student's autonomy in working on a foreign language. The computer can assess itself the correctness of the task, explain the mistakes made by students and advice how to correct them. Few multimedia can be used in frontal mode with the entire group. These are mainly presentations and explanations of new material, showing situations of verbal communication.

Video files used in the educational process can be educational, documentary and fictional. The use of video files in the classroom contributes to the development of communicative competence and the general communicative culture of the student, as well as to increase the motivation for learning a foreign language.

The Internet, as a source of various information, also finds a wide application in the process of teaching a foreign language in higher education. Teachers can use audio, video and text materials taken from the Internet to the classes on the studied topics and organize their study and discussion with students. In addition, teachers can broadcast online various videos, documentaries, films, series, programs from the video hosting "YouTube".

The Internet is available now to almost every student; the use of the network in the learning process creates conditions for the student's self-realization as an active, autonomous and creative person. Students can find themselves the material they need, working on a project or solving a problem. Some sites offer educational materials for foreign language learners. These materials can be used for independent work and students' homework. For example, the BBC website [5] presents videos, films, podcasts, as well as explanations of language and speech material, educational texts, tests, questions, practice and control exercises. Students can find the necessary materials, study them on their own, online, or download them to a smartphone or a computer, and present the results to the group and to the teacher.

The quality of mastering a language and culture is determined by the degree of freedom, independence and efficiency of a student as a user of a foreign language and how ready and capable he is for independent study of a foreign

language and for autonomous development as a linguistic person. A necessary condition for a student to study a foreign language independently is a reflective self-assessment in the field of its study. The language portfolio, reflecting the student's experience of learning a foreign language, is an effective means of forming such self-esteem.

The European language portfolio, as a set of criteria for assessing the level of proficiency in types of speech activity, allows the student to assess independently his (her) level of proficiency in a foreign language, the problems and needs of working on the language, to highlight real goals, to determine the desired result, to select effective means and to use adequate work techniques. To help students use the language portfolio, the teacher needs to select and develop exercises to assess the formation level of the student's language competence and to improve it, taking into account the individual needs of each student.

For Russian Federation, the concept of a European language portfolio meets the challenges of reforming and developing modern language education. In accordance with this concept, the Russian language portfolio as conceived by the developers:

- creates conditions for the development of a student as a multilingual and multicultural personality, accumulation and self-assessment of intercultural communication experience and language learning;
- provides the student with a tool for self-assessment of proficiency in the studied language according to modern requirements;
- contributes to the mastery of reflexive self-assessment skills in the field of studying and using the folk language and thereby ensures the formation of educational and cognitive competence and autonomy of the language learner;
- acts as a means of organizing teaching a foreign language based on the development of a student's productive learning activity;
- is a means of helping to organize independent (autonomous) language learning throughout life [4, p. 145].

Thus, innovative methods in higher education create conditions for student self-determination, self-realization and development in the language and educational environment of the university, which contributes to an increase in the level of preparation for future professional activities.

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ABOUT IMPROVING THE PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF THE EDUCATIONAL PROCESS IN MILITARY UNIVERSITIES IN ORDER TO STRENGTHEN THE PSYCHOLOGICAL HEALTH OF CADETS

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Summary. The use of the psychological and spiritual resource of a serviceman in modern realities is increasingly coming to the fore and it is on an equal position along with the development of military equipment and other areas of the country's strategic defense potential. This aspect is based on the peculiarity of professional activity associated with high functional and psychological stress that a soldier experiences in the process of professional life. In this regard, the educational process of cadets needs a special approach to the organization of educational and professional activities in order to strengthen and maintain the psychological health of future officers. The article discusses proposals and recommendations for improving psychological and pedagogical support in military universities.

Keywords: psychological health; cadets of military universities; psychological and pedagogical support.

Historical experience convincingly testifies that one of the constantly acting factors that determine the army's ability to solve assigned tasks has been and remains now the morale of servicemen. At one time, the great French commander Napoleon Bonaparte said that «in war, moral strength is related to physical strength as three to one», determining the importance of the high potential of spiritual, moral and psychological forces of each individual warrior in the success of an entire battle.

At the present stage, in the conditions of rapid technical, social and informational development of world realities, the quintessence of this statement has not lost its relevance. Measures to form psychological stability and readiness to perform combat (combat training) tasks, to maintain the mental and psychological health of servicemen are carried out within the framework of psychological work as one of the areas of military-political work in the Armed Forces of the Russian Federation.

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