

УДК 378

DOI: 10.26140/bg23-2021-1003-0052



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## АКТУАЛЬНЫЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ

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**Аннотация.** Любой язык – это система знаков, правил, основ, словосочетаний, которые определенным образом закрепляются и постепенно переходят в речь. На традиционном подходе «от языка к речи» построено большинство учебников по иностранному языку. Но есть и другой подход, где «речь» выступает как проявление функционирования самого языка, речь – как общение, когда используются любой наглядный материал. И обучающиеся высшего учебного неязыкового заведения в процессе обучения погружаются в культуру, географию, историю страны изучаемого языка. Потребность использовать не только традиционные, но и коммуникативные и интерактивные методы в обучении иностранному языку стала особенно актуальной в условиях пандемии и вынужденного удаленного обучения. Главной методикой коммуникативного подхода является общение, работа в парах, мини группах, командах, которые принимают участие в ролевых играх, разыгрывают сценки из реальной жизни. При этом подходе сами учащиеся по мере поступления информации формируют правила и начинают общаться на иностранном языке между собой. Коммуникативный подход реализует направление «от речи к языку». Это постепенное введение правил грамматики, фонетики, и т.д. в зависимости от коммуникативных потребностей, и их дальнейшая систематизация и обобщение. Коммуникативный подход снимает излишнюю загруженность правилами, которая нередко присутствует при изучении иностранного языка, и делает процесс коммуникации основным механизмом изучения языка. Красноярский государственный аграрный университет, став участником международного проекта Erasmus+ “Improve Agro”, имплементирует наиболее актуальные технологии современного обучения иностранным языкам: работу в малых группах сотрудничества, веб-квесты, мозговой штурм, проектную работу, составление портфолио учащегося на иностранном языке, blended learning и flipped classroom. Безусловно, в процессе обучения происходит постоянное взаимодействие коммуникативного и традиционного метода обучения, вопрос заключается в методических и технологических приоритетах каждого преподавателя. В соответствии с коммуникативными потребностями на занятии используются разные технологии преподавания.

**Ключевые слова:** высшее образование, иностранный язык, образовательные технологии, работа в малых группах сотрудничества, веб-квесты, мозговой штурм, проектная работа, составление портфолио учащегося на иностранном языке, blended learning, flipped classroom.

## RELEVANT TECHNOLOGIES OF TEACHING A FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

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**Abstract.** Any language is a system of signs, rules, bases, phrases that are fixed in a certain way and gradually pass into speech. Most foreign language textbooks are based on the traditional “from language to speech” approach. But there is another approach, where “speech” acts as a manifestation of the functioning of the language itself, speech - as communication, when any visual material is used. And students of a non-linguistic higher education institution are immersed in the culture, geography, and history of the country of the language being studied. The need to use not only traditional, but also communicative and interactive methods in teaching a foreign language has become especially relevant in the context of the pandemic and forced distance learning. The main method of the communicative approach is communication, working in pairs, mini-groups, teams that take part in role-playing games, play scenes from real life. With this approach, the students form the rules as they receive information and begin to communicate in a foreign language with each other. The communicative approach implements the direction “from speech to language”. This is the gradual introduction of the rules of grammar, phonetics, etc., depending on the communicative needs, and their further systematization and generalization. The communicative approach removes the excessive load of rules, which is often present when learning a foreign language, and makes the communication process the main mechanism for learning a language. Krasnoyarsk State Agrarian University, having become a member of the international project Erasmus+ “Improve Agro”, implements the most relevant technologies of modern foreign language teaching: work in small collaboration groups, web quests, brainstorming, project work, drawing up a student’s portfolio in a foreign language, blended learning and flipped classroom. Certainly, in the learning process there is a constant interaction of the communicative and traditional teaching methods, the question is about the methodological and technological priorities of each teacher. In accordance with the communication needs, different teaching technologies are used in the classroom.

**Key words:** higher education, foreign language, educational technologies, work in small groups of cooperation, web quests, brainstorming, project work, drawing up a student’s portfolio in a foreign language, blended learning, flipped classroom.

## INTRODUCTION

Teaching a foreign language in higher education institutions requires the teacher to apply knowledge related to the implementation of the educational process, its functions, structure, main components and forms.

The process of teaching a foreign language is a combi-

nation and consistent implementation of joint actions of the teacher and the student for the assimilation of knowledge that will help to form skills and abilities applicable in practical professional activities. For the formation of new professional skills in students, the process of teaching a foreign language should be structured in a certain system.

The components of the structure of teaching a foreign language should be: goal setting, i.e., the definition of the meaning of learning for each student, his motivation; content – the correspondence of the purpose and means of teaching the foreign language at each stage of professional education; implementation, i.e. the set of forms, methods and means of organizing the educational process; effectiveness – a step-by-step assessment of the results achieved; resource-based – the availability of a set of tools that will provide the opportunity to teach the Russian language, including educational and methodological materials, technical means and, ultimately, psychological readiness. As for the last point, it largely depends on the degree of motivation for learning a foreign language to apply this knowledge in professional activities.

This structure should be the basis of the process at all stages of teaching a foreign language, which is of a mutual nature and consists of the efforts of the teacher to provide the most effective means and opportunities for foreign language communication, and the activities of the student, who must accept new knowledge, practically master it and be able to apply it in the professional sphere. While the teacher must provide the student with the full range of opportunities for the foreign language communication, he must identify the opportunities that knowledge of a foreign language provides in the profession. And if previously the task of the teacher did not include the formation of the student's motivational component, then according to the new requirements of the Federal State Educational Standard, such a task is faced by the teacher, since only the student's personal interest in achieving educational goals can ensure the formation of the necessary competencies as a result of learning the profession.

The relevance of the introduction of new educational technologies into the process of foreign language and other subjects teaching is proved by quite a number of modern research works on these technologies use. Drobot P. N., Tolstikov R. A., Trushkin A.D. consider it possible to achieve high quality of education by using flipped learning, blended learning, MOOC [1]; the web quest technology is gaining its wider use in the modern system of education and discussed by many authors: Nikolenko E. Yu. [2], Artyukhina A.A. [3], Kamardina Yu. S. [4], Muryleva G. A., Murylev V. A. [5], Otchesova M.V. [6]. One of the popular interactive forms of learning in the higher education system is brainstorming used by Karachevtseva I. B., Burilich I. N. [7], Vozmilina E.N. [8], Babina O.A. [9], Uzbekova M. A., Azizov A. A. [10], Topina M. A., Shongalova A. S. [11], Opolev E.S. [12], Koldina M. I., Voronina I. R. [13], Pokhodzey G. V., Zelenina L. E. [14]. Project work is also quite an effective tool for developing critical thinking and self-work skills in students Khakimova D.H., Hoshimova Ra.No.A. [15], Moiseienko S.M., Lisetskyi K.A. [16], Ryabinina M.V. [17]. And the last but not the least is the language portfolio of students as a means of increasing students' motivation to learn English Kivina E. S., Lobakova I. Yu. [18].

#### METHODOLOGY

*The goal* of the article is to provide readers with the author's experience in using various modern technologies for the foreign language teaching and learning.

*The tasks* of research are as follows: to consider relevant educational technologies such as working in small collaboration groups, web quest, brain storming, project work, portfolio, blended learning and a flipped classroom; to analyze their advantages.

To solve the above-mentioned tasks, the following well-known methods have been used: examination of theoretical and practical fundamental works in the field distant education and ICT educational technologies, practical experiment, observation, questioning, testing.

#### RESULTS

It should also be taken into account that any educational process, and even more so the teaching of a foreign language in professional education, should be based on the basic principles, that is, on a system of initial requirements and rules,

the implementation of which will achieve the main goals and form the necessary competencies. Here, it is important, first, a holistic approach to learning, second, the continuity and consistency of learning the Russian language at different stages of training, third, the purposefulness of training, and fourth, the correspondence of teaching methods and techniques to the results that are planned.

So, the main principles of teaching a foreign language to students who are receiving professional higher or additional education, that is, adults who can fully cooperate with the teacher in the course of the lesson should be:

- reliance on the professional and cognitive interests of students;
- formation of motivation;
- the use of problem-oriented forms of education, the solution of practical problems that may arise in the professional activities of students;
- use of communicative teaching methods and collective forms of work;
- regular monitoring.

When conducting a foreign language class, it is necessary to remember that there are two approaches to teaching it. The first of them is the traditional grammar-translation method. The second approach is communicative. The paradigm of teaching by the traditional method is the so-called "from language to speech" technology. The communicative method, on the contrary, involves the use of technologies "from speech to language".

Any language is a system of signs, rules, bases, phrases that are fixed in a certain way and gradually pass into speech. Most textbooks on a foreign language are based on the traditional approach "from language to speech".

But there is another approach, where "speech" acts as a manifestation of the functioning of the language itself, speech – as communication, when any visual material is used. And students are immersed in the culture, geography, and history of our country. The main method of the communicative approach is communication, working in pairs, mini-groups, teams that take part in role-playing games, play scenes from real life, etc. With this approach, students themselves form rules as information becomes available and begin to communicate in a foreign language with each other.

At the present stage of educational policy in Russia, the main approach in teaching a foreign language is the communicative approach, the direction of which is "from speech to language". This is the gradual introduction of the rules of grammar, phonetics, etc., depending on the communicative needs, and their further systematization and generalization. An effective technology of teaching as a foreign language using the communicative paradigm is the introduction of separate isolated speech formulas, grammatical forms, without considering specific rules and systems of these rules. The communicative approach removes the excessive load of rules, which is often present when learning a foreign language, and makes the communication process the main mechanism for learning a language.

However, in the learning process, there is a constant interaction of the communicative and traditional teaching methods. The question is in the methodological and technological priorities of each teacher. Although at present, the priority is given to the communicative approach with its focus on communication and the ability to speak in a foreign language. In accordance with the communication needs, other teaching technologies are also used in the classroom, but as additional ones.

It should be noted that despite the fact that in the communicative approach, the study of grammar, vocabulary, morphology, etc. comes from speech needs, however, Russian educational systems and educational complexes still observe a systematic approach in teaching a foreign language.

At present, the teacher has no difficulty with the choice and use of communication technologies and non-traditional forms of teaching. The big challenge is to continue to provide students with basic grammatical material in order to

form a systematic understanding of the language.

Moreover, the system of final assessment of students' skills in a foreign language after graduation assumes knowledge of the main components of the language. Therefore, at present, teachers of a foreign language face a difficult task to combine traditional and communicative methods of teaching students.

Thus, in the process of teaching a foreign language, the teacher must know the basic principles of the organization of training, combine individual and collective forms of work, use communicative educational methods and clearly control the results of educational activities.

FSBEI oh HE "Krasnoyarsk state agrarian university became a partner in Erasmus+ project "Improve-Agro" which is aimed at promoting the modernization, quality improvement and accessibility of higher education in Kazakhstan, Mongolia and Russia through the internationalization of Master's programs in Agriculture and forestry by bringing them to EU quality standards, using English as the language of instruction and introducing the Blended Learning format. So, the key coordinators of the project from Great Britain (Sue Garton), from Germany (Matthias Hutz) and from Russia (Tegina G.V.) have strongly recommended to introduce new learning technologies into the educational process in order to develop students' autonomy, critical thinking, skills for independent work.

Let's dwell upon some relevant educational technologies that may facilitate foreign language learning, namely: working in small collaboration groups, web quest, brainstorming, project work, portfolio, blended learning and a flipped classroom.

The first of these technologies is working in small collaboration groups. The difference between these technologies of class behavior is that the students of this group are in a state of interdependence, they do not compete with each other. That is, in a foreign language class conducted using this technology, the student's ability to work in a team is formed, where all participants are interdependent and to achieve results they must cooperate and help each other. Each small group has its own task.

Thus, students learn to work in a team, review the vocabulary and grammar of the studied material on a specific topic, and get involved in the plot. This form of work in small groups can be carried out on almost every topic studied.

Lesson quest or web quest is a form of active learning in the form of an adventure game in which students solve various intellectual problems in a foreign language during the game. The purpose of such lessons-quests is to help students in an interesting way to acquire new skills in using a foreign language, learn new vocabulary and review grammar. During the quest, the foreign language teacher helps students to correctly formulate questions and answers.

Such web quests are effectively conducted in the form of binary lessons on some of the topics studied in other professional training classes. Especially the behavior of such classes is effective for the preparation of students of humanities and applied specialties – guides, guides, managers, advertising workers, etc.

And it is effective if students can not only pass a ready-made quest, but also develop such a quest independently or in groups. Then you can exchange quests and pass them in parallel in several groups.

The use of web quests in foreign language classes helps not only to organize language teaching in an interesting way, but also teaches problem-finding activities to achieve the goal based on Internet resources. Also, such classes can help in the formation of skills for working with information: analysis, systematization, etc.

The next type of educational technology is brainstorming. This is one of the types of problem-based learning, aimed at activating the mental activity of students and developing the skills of search activity. It is in the process of implementing problem-finding activities that the individuality of students is formed and manifested.

Brainstorming tasks can be carried out at different stages of learning a foreign language. Only the complexity of the vocabulary and the grammar of the construction of speech structures will differ.

Project work in the classroom can be practice-oriented [19], research-oriented [20], and creative. According to the composition of the participants, it can be individual and group. There are many characteristics of the project activity. Its essence is to teach students to work with information in a foreign language and to be able to clearly demonstrate the results of this work.

The next form of work in the classroom is drawing up a student's portfolio in a foreign language. This technology allows students to form the ability to objectively evaluate the results of their activities through reflection and to outline together with the teacher ways to eliminate shortcomings and mistakes. Drawing up such a portfolio can be continued by drawing up a professional resume for a future employer, which will also serve as a motivator for deeper study of a foreign language.

Blended learning is an educational concept that combines traditional learning with distance learning and online methods. It provides flexibility of the educational process, openness of learning, individual approach, development of independence, an obvious increase in motivation.

And the last but not the least is a flipped classroom. A flipped class is a learning model in which the teacher provides material for self-study at home, and in full-time classes there is a practical consolidation of the material. This is a learning model in which doing homework involves, among other things, applying podcast technologies: viewing a video lecture; reading educational texts, reviewing explanatory drawings; passing tests for the initial assimilation of the topic. The class work (contact work) is devoted to the analysis of the complex theoretical part and issues that students have encountered in the process of doing homework (no more than 25-30% of the time). Also in the classroom, students under the supervision of a teacher solve practical tasks and perform research tasks. After the lesson in the classroom at home, practical tasks are completed, tests are performed to understand and consolidate the studied topic.

#### CONCLUSION

So, in the process of modern foreign language teaching, especially while implementing the international project Erasmus+ "Improve Agro", the task of the teacher in the classroom is not to impose the goals of language learning on the student, but to show the opening prospects and help the student in building their professional trajectory. That is, to give the student the opportunity to decide for himself what knowledge he may need in life for self-realization and to help him with the realization of these needs, to teach him to acquire new knowledge and use it in later life.

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Статья поступила в редакцию 25.06.2021

Статья принята к публикации 27.08.2021