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MODERN EDUCATIONAL TECHNOLOGY IN FOREIGN LANGUAGE TEACHING IN TECHNICAL UNIVERSITY

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This article is devoted to the study of some aspects of new educational technologies in the process of learning a foreign language in non-language high school. The author discusses the features of distance educational technologies usage, its importance in new competence-based approach in teaching.

«Educational technologies, distance technologies, foreign language, high school»

Introduction

In modern society modernization of educational system has become a predominating idea and a leading problem of educational policy of the Russian Federation. Scientists consider modernization of education as a complex and comprehensive updating of all links of educational system and all spheres of educational activity according to requirements of modern life, at preservation and multiplication of the best traditions of domestic education. Thus the focus here is put on the role of education at the present stage of Russian development which is caused by the idea of transition to the democratic and constitutional state. In other words, it
is caused by the transition to the modern market economy, accompanied by the need to follow world tendencies of economic and social development. Regarding this, the introduction of adequate educational standards at which the content of education would conform to the highest international standards is one of priority tasks either of any higher education institution, or the state as a whole.

The actuality of this topic provides high interest for development and implementation of new educational technologies promoting realization of training of a qualified specialist. Under this notion we mean the expert of a relevant level and the received specialty profile, competitive in the world work market; the specialist using masterfully his/her professional skills received in the university, capable to work effectively at the level of the international standards, is ready to the continuous professional growth, social and professional mobility.

According to the participants of Bologna Process, this aim can be achieved by the creation of the united educational space which means «transparency» of the higher educational system due to wide spreading of the similar educational cycles (a bachelor degree – a magistracy). The example of cardinal changes in Russian educational system (in view of Bologna Process) is the transition of higher educational institutions into two-leveled system of the higher education (a bachelor degree is the first level, a magistracy or specialist training is the second one) which involves changing of the state educational standards and programs, including in technical higher educational institutions. So, there is the necessity of transition from knowledge-based approach to developing one what is indicated in the Russian Federal program of education development. That is connected with education reforming, its turn to being student-based [1].

The content and labor input to the discipline varies depending on the requirements of the standard on the specialty/the direction, aims of the educational program and the curriculum. The content of the working program corresponds to the requirements of federal state educational standards of higher professional education (FSES HPE) to an obligatory minimum of the content of discipline and reflects all
didactic units rearranged in the FSES of the specialty/the direction, but their logic and order of representation can vary.

The content of programs has to rely on modern achievements of science, educational practice and realize author’s approach to the object of studying [1].

However it should be noted that such transition to new standards involves considerable change of the content of discipline as well; invariable reduction of in-class work, in particular. The problem is the question of time deficiency intended for formation of adequate knowledge, skills and abilities in the course of foreign language teaching in a technical university. The logical way out from this current situation is an accent shift from classroom work to independent work.

In these circumstances, the use of distance educational technologies (DET) can become a way of optimization of foreign language teaching in technical university, and the process of the correct organization of students’ self-study is a prerequisite of the educational objectives successful achievement. Under DET we mean the educational technologies realized generally with the help of information and telecommunication technologies at mediated (at distance) or not completely mediated interaction of a teacher and a student [1]. It is obvious that the basis of educational process is made in this case by purposeful and controlled hard self-study of the student.

We agree with the point of view of A. N. Schukin defining optimization of educational process as «scientifically reasonable choice and implementation of the best for these conditions option of teaching from the point of view of the solution of its tasks and rationality of students and the teacher’s time expenses» [4, p. 158].

As practical foreign language skills become today one of the conditions of the specialist professional competence, there is a necessity to search ways of teaching optimization.

The analysis of objective conditions showed that in the system of distance learning the most effective model of self-work including foreign language teaching is formed.
Nowadays there are a lot of argues about distance learning (DL), especially about its place in the education system. The absence of the unique concept, the lack of practical experience leads to absolutely opposite views on DL. However, the modern level of information and communication technology development brings DL to absolutely new level of quality, which let us speak about its new form integrating in earlier existing systems of full-time and part-time teaching. Besides, DET fully realize a state program of the education informatization which purpose consists in «training of students for full and effective participation in household, public and professional areas of activity in the conditions of information society» [3]. The legislative base of education informatization are the normative documents of the Ministry of Education and Science of the Russian Federation (The federal program of a development of education (2000); the Federal target program «The development of the unique educational information environment» (2001-2005); The concept of modernization of Russian education for the period till 2010; the federal target program of the development of education (2006-2010); State educational standards of higher education). In these documents the social importance of full mastering with information technologies on all education levels is emphasized. Distance learning with its support on new information and pedagogical technologies becomes especially actual as it can react most flexibly and adequately to the requirements of our society.

Conclusion

Thus, we come to the conclusion that the special range of researches in the field of foreign language teaching technique in technical university belongs to a problem of relevant manuals creation meeting basic needs and purposes of today. Such interest to the problem of high-quality formation of educational and methodical provision of foreign language teaching, especially with the help of DET, is provoked by aspiration to improvement of modern specialists’ training quality. It’s no coincidence therefore that while reorganizing the higher education system, the problem of creation of the modern, and more perfect didactic materials based on new information technologies, is among primary targets.
At the present level the quality of student training in the conditions of domestic educational system modernization causes the necessity of searching new approaches to the organization of educational process. One of them is connected with education informatization. Nowadays the education system informatization enters a new level as the problem of effective electronic educational technologies usage (EET) for projecting of educational process and the interaction of all subjects of this process is being solved. With the use and creation of EET which allow managing and control students’ self-study at essentially new organizational level, prospects of development of various teaching technologies are connected.

References:

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