

FORMS AND METHODS OF THE FOREIGN LANGUAGE TEACHING FOR STUDENTS IN NON-LANGUAGE HIGHER EDUCATIONAL INSTITUTIONS

ФОРМЫ И МЕТОДЫ АКТИВНОГО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

YABANCI DİL EĞİTİMİNE MAHSUS OLMAYAN YUKSEK EĞİTİM KURUM ÖĞRENCİLERİNE YABANCI DİLİN AKTİF EĞİTİM ŞEKİL VE METOTLARI

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ABSTRACT

In this article, some important issues of some forms and methods in active foreign language teaching for students from Biology and Economics departments of NEFU are considered. Brainstorming, IT technologies, case-study, role-play game, project method, students' creative study group are spotted as the most effective forms and methods of active learning.

Keywords: A Foreign Language, Students Of Non-Language Higher Educational Establishments.

АННОТАЦИЯ

В данной статье рассматриваются вопросы актуализации применения форм и методов активного обучения иностранному языку студентов биолого-географического факультета, финансово-экономического института СВФУ. К наиболее эффективным формам и методам активного обучения были отнесены мозговой штурм, информационные компьютерные технологии, case-study, ролевая игра, метод проектов, студенческий творческий кружок.

Ключевые Слова: Иностранный Язык, Студенты Неязыковых Вузов.

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ÖZET

Makalede CBΦY Mali-İşletmecilik Enstitüsünün Biyoloji-Coğrafya Fakültesi öğrencilerine aktif yabancı dil eğitim şekil ve metotları tetkik edilmiştir. En etkili olarak beyin hücumu, bilgisayar teknolojileri, case-study, rol oyunları, proje metotları, öğrenci sanatsal derneği gibi metot ve şekiller kabul edilmiştir.

Anahtar Kelimeler: Yabancı Dil, Yabancı Dil Eğitimine Mahsus Olmayan Yüksek Eğitim Kurumları.

One of the most actual problems of high school education at the present stage of the Russian society' development is a necessity of high-quality improvement of future specialists' foreign language skills. Learning of foreign languages and process of training of future expert at high school are complete systems, each of them is capable to create the identity of the student as a whole. As practice shows, "knowledge" education, namely mastering students by skills of reading, writing, translation, elementary skills of communication in a foreign language, is inefficient since the expert with such preparation in the field of foreign languages is unclaimed on a labor market in connection with his unavailability to apply the received knowledge in the sphere of professional communication, and also to his further self-development.

In this regard there is a need for training from positions of competence-based approach. In our opinion, ability to cross-cultural communication from a position of the mentioned above approach is expressed in mastering by common cultural and professional competences through a foreign language. These competences stimulate students on practical application of a foreign language in various life situations; mastering by ways and technologies of the research, independent work which is of great importance within conditions of deficiency of academic hours on learning of foreign languages, and large students' load with the main specialized subjects of higher educational institution.

Besides, in the conditions of the developed market economy there is a close interrelation between levels of formation both common cultural and professional competences and the possibility of employment of the young specialist. Having analyzed Federal State Educational Standards (FSES) and Educational Programs' (EP) texts for 30 directions of two-levelled system of modern high school, we came to the conclusion that requirements generally interesting us to future bachelors are consolidated to common cultural competence: "ability to speak one of the foreign languages at level not below colloquial". This formulation can be met in the texts on the following directions 060500, 072500, 080100, 080500, 110400, 180100, 210100, 210400, 210700, 211000, 230100, 270800, 280100.

Along with the specified formulation, in some texts of FSES we could also meet such common cultural and professional competences as: "readiness for use one of foreign languages"; "ability to carry out social interaction in one of foreign languages"; "ability to speak one of foreign languages at the level of social and household communication"; "ability to speak one of foreign languages as a communication means within the developed specialized terminology of professional international communication". Different demands are made to the level of their language proficiency: "ensuring effective professional activity"; "sufficient for colloquial communication, search and analysis of foreign sources

of information”; “for reading scientific literature and skills of informal conversation”; “allowing to estimate information in the field of professional activity from foreign sources”.

The analysis of federal standards and educational programs for masters of the various directions allows us to state about the increasing attention to a foreign language’ training at this level of high school: a wide range of academic disciplines, connected with learning of a foreign language; variety of subjects; ranging of competences; existence of entrance examination in a foreign language, etc. For example, at North-Eastern federal university named after M.K. Ammosov (NEFU) master training is carried out in the following directions 010100, 010300, 010400, 020100, 022000, 020400, 031300, 032000, 032500, 032700, 035700, 034300, 035700, 040100, 050100, 050400, 051000, 080100, 080200, 080300, 081100, 280700. Listeners of these master programs study such disciplines as “English/German/French languages”, “Business English”, “Business communication in English” and “A foreign language: professional terminology and translation of scientific texts”. The competences formed at a master level include “ability freely use foreign languages as means of business and professional communication”; “ability to edit and translate professional texts”. As for time period, so department “Finance and credit of the Institute of Finance and Credit” takes 288 academic hours to master a foreign language.

It is necessary to note that the present stage of development of our country is characterized by active integration of Russia into world economy, informative and cultural space, and, therefore, more and more Russians directly interact with representatives of the foreign states both in professional, and daily activity, i.e. now it is possible to designate the social demand for knowledge of foreign languages has already been formed. The vacancy analysis of high-qualified language experts among Russian regions testifies that indisputable leaders on demand for such candidates are Moscow, St. Petersburg, Yekaterinburg, Kazan, Nizhny Novgorod and others. We can clearly see that with integration of Russian commercial and business activity in world economy, knowledge of a foreign language becomes an important factor of successful employment. In particular, it concerns those spheres where Russia enters the international market and knowledge of the international standards, for example, pharmaceuticals, medical equipment, trade, logistics, finance, audit, construction, is important. Besides, with increasing competition on the Russian labor market modern society needs people who are able to think unconventionally, creatively, capable to analyze and understand people around and the foreign language is one of those means which allow developing the specified skills successfully.

However, according to the Federal State Educational Standard of Higher Education the majority of programs points out to 1-2 practical lessons of a foreign language weekly for students of non-language specialties that is far not enough for providing due level of knowledge when using traditional forms and work methods with students. Use of forms and methods of active training allow us to increase motivation to a studied subject; make students as active participants of educational process and, as a whole, develop those general cultural and professional competences which are declared in educational programs of specialties. So, in educational program in the direction 021000 “Geography” the following competences are declared: “ability to communicate and skills of business communication in a foreign language”, “ability to make oral and written communication logically and clearly”. A little bit different competences should be developed by means of a foreign language for students who are training in the direction 080300 “Economy”: “ability to

master and develop students' cultural, intelligent and professional level", "ability freely use a foreign language as means of business and professional communication".

The problem of activity of the personality in training is among the most considered ones, both in pedagogical science, and educational practice. Certain skills of thinking and features of the personality are necessary for future expert: responsibility, independence, ability to analyze, compare, allocate, solve a problem, ability to the self-improvement and adequate self-assessment, etc. The task of the teacher of high school is to help to reveal some spiritual internal forces of any student. The lecturer also teaches his students to think, impart skills of practical actions that can be successfully promoted by forms and methods of active training. Famous Russian scientist A.A. Verbitsky considers that active training is a transition from regulating, programmed forms and methods of the didactic process to developing, research ones, providing the birth of motives and interests, conditions for creativity in training (Verbitsky, 1991: 43-44). Active forms and methods of training induce students to vigorous cogitative and practical activities in the course of mastering by training material. Below we review some examples from our practice.

Application of a project technique in our pedagogical activity was caused by its consideration as one of the main methods of active training promoting increase of students' internal motivation, emergence of incentives to further research work. For example, future economists made projects on topics: "Successful economist/businessman", "Famous business/company", "Economy of English-speaking country/the Russian Federation/the Republic of Sakha (Yakutia)". Participants of pedagogical experiment carried out independent actions on selection of the maintenance of educational activity, defined ways and types of its practical realization that promoted formation of a substantial component of students' educational independence. Results showed that important and personally significant information was actively acquired by students during practical lessons. Specially organized activity created real conditions for cooperation, mutual enrichment of students.

The method of brainstorming was widely adopted and now is actively used when it is necessary to find solutions of any problem. For example we used this method while studying theme "Advantages and disadvantages of private business". Study group was divided into two subgroups: the first group dealt with pluses of private business, the second one – with minuses. The main objectives of application of the specified method were:

- bring up students to positive attitude to independent educational activity with the help of English;
- develop attentiveness, observation, different types of thinking.

While discussing both groups used their personal examples from real life, experience of students' relatives engaged in private companies, information from media, movies etc. Application of brainstorming allowed us to broaden horizons of students; unite their interests; develop skills of collecting necessary for the solution of a certain problem of the facts and analyze them.

To optimize students' independent work we prepared a complex of exercises to texts on specialties of the Institute of Finance and Economics, NEFU. This complex was submitted by an authentic newspaper/journal material of economic character. Problem statement of some issues, absence of full information in the objective/text demanded search by students of additional information, promoted development of intellectual abilities, critical and creative thinking, and formation of specific skills of work with information. This complex also includes such creative exercises as solving anagrams, cryptograms,

puzzles and crosswords. Anagram is a phrase or word formed by rearranging the letters of another word or phrase. A cryptogram is a type of puzzle which consists of a short piece of text encrypted with a simple substitution cipher in which each letter is replaced by a different letter or number. To solve the puzzle, one must recover the original lettering. An below you can see some interesting examples from our practice:

Anagram – Clint Eastwood - Old West Action, Parliament - partial men.

Cryptogram – Decide the following cryptic. The sentence is taken from the text above. (It was the title of the text).

Puzzle - Find the words from the text in the puzzle.

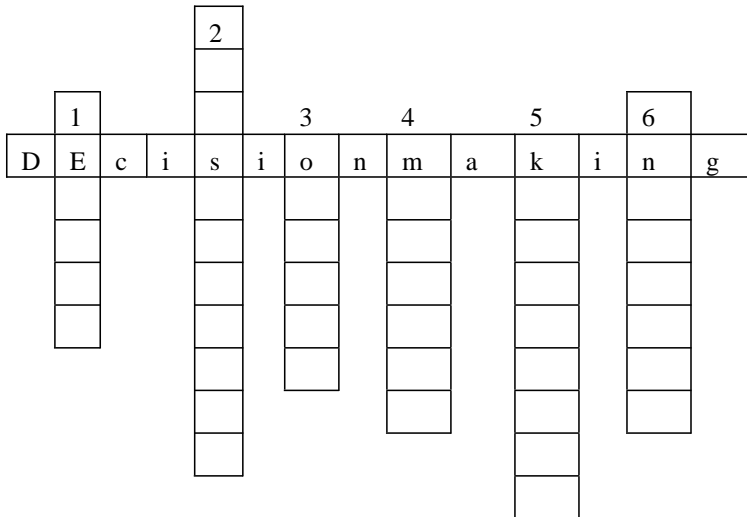
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
				U																	y				
				<u>U</u>				<u>E</u>												<u>E</u>					
X	C			V	Y	F	X	C	U	F	F		X	M		G	J	I	F		M	A		V	U
										<u>E</u>								<u>E</u>							
										E	U	Q	X	F	X	B	U								

UNITIPGFITKRRGY	acquisition
HECGZHFLSGEEEPQ	catalogue
LAEDRRWMIKAMGIB	company
MCLFTHIGTIIURJN	consumer
TYVFTDDCEZBSERW	control
NOITISIUQCANMXT	deal
LEEPIKGGJFOOOER	manager
SPAWCONTROLCPKF	merger
IMJKLQAWVEIRIGN	price
OEA AKELEUFIEVSD	
MWTNRCDGTCNLCJN	
EAAKABUVEKBS EDZ	
CCUEJGPGSGVPZEIN	
GOPMDPECOMPANYU	
JIWNQHWRAZBJNXH	

Crossword

Find the words from the text in the crossword:

1. a person who wins other people (more successful)
2. something that happens as a result of something else
3. something that you can choose to do
4. someone who controls a group of people in a company
5. understanding or information that you have in your mind
6. a careful examination of something



Our further activity assumed work with questionnaires in the specialty (e.g. Do you have what it takes to succeed in starting a small business? This quiz will help you assess your entrepreneurship and business skills. You must be absolutely honest in order to get a valid score). Such questionnaires include the questions connected with future profession of students, or the statements describing features of behavior in situations various and typical for the economist. Use of questionnaires promoted interest of participants of experiment to their future profession through English, developed abilities to make judgments about essence of a certain concept (interpretation) and about themselves (analysis and assessment of the abilities and opportunities).

At the same time during practical training we widely used role-playing games. It is known that the role-playing game represents conditional reproduction by participants of real practical activities of people, creates conditions of real communication. With students-economists we applied the following role-playing games: “A meeting of a business partner at the airport”, “Interview at human resources agency”, “Budget planning of an advertizing campaign”, “Granting the credit to the individual”, etc. Learning efficiency here is caused first of all by motivation explosion and sharp increase of interest to a foreign language. Game activates aspiration of a student to contact with a student/teacher; creates equal conditions in speech partnership; destroys a traditional barrier between a teacher and a student. The role-playing game allows considering age features of students, their interests; expands an activity context; acts as an effective remedy of creation of motive to foreign-language dialogical communication; promotes realization of activity approach in training of a foreign language when in the center of attention there is a student with his interests and requirements. The analysis of application of this method showed that educational activity began to be characterized by student’ ability to solve some professional tasks; act in a concrete situation with use of the received knowledge.

On condition of good language training of students, their high activity, preliminary system of communicative exercises at the final stage of training it is possible to apply business games. Larger communicative problems need to be solved in a form of business game. It can model any production activity. Some situations demand studying of special

literature, textbooks, directories, and some can be solved logically on the basis of practical or life experience. The success will come if the purposes, contents and game organization at each stage are well thought over. Business game is a modeling of a practical, production activity and language communication by means of educational and speech situation with cast. In the form of business game the most conflict situations are solved. Business game as a method of active training intensifies educational process, approaches it to conditions of professional activity of future experts and promotes skills of team work. Business game in a foreign language forms communicative competences, promotes increase of level of educational motivation, helps to break psychological and lingua cultural barriers and stimulates activity of students.

Along with it our pedagogical activity during classroom work was added with case-study. Work with examples from practice promoted students' abilities to analyze concrete information, track relationships of cause and effect, and allocate key problems and/or tendencies in business processes. In our practice we used example with Sharon Stone, a famous American celebrity. Moët Hennessy Lois Vuitton SA (LVMH), a luxury goods company with over sixty brands in its portfolio, dropped Hollywood actress and the face of Christian Dior brand from its China campaign. The decision was made after her comments: "And then all this earthquake and all this stuff happened, and I thought, is that karma ("justice" for China's mistreatment of the Tibetans) – when you're not nice that the bad things happen to you?" Learning objectives were etiquette and international culture in doing business; sequences and possible solutions out of situations. Results showed that case-study is effective for the purpose to form such professionally significant qualities of future economists, as skill to communicate, leadership, analysis of large volume of information in short terms, decision-making within conditions of stress and insufficient information.

The particular interest in students is caused by work with multimedia and computer technologies. So, future economists created several presentations in format of Power Point on subjects: "National economy of English-speaking country/the Russian Federation/the Republic of Sakha (Yakutia)", "Outstanding economist/businessman", "Successful business/company", etc. Written home works were carried out and sent by e-mail that promoted responsibility of students, optimized control, stimulated interest to the studied discipline and formed the positive attitude to the independent educational activity.

Besides, modern students often hang over in social networks "Facebook" and "Vkontakte". The second one is very popular among Russian students. So we (teachers) opened our pages in this network and informed supervisors of students' groups. They include us in their lists of "friends" and the work began. With the help of social network teachers can easily communicate with their students – give and check homework (topics or websites e.g.), do any urgent changes in schedule, make necessary announcements, inform about forthcoming contests and grants. Supervisors can repost the information very quickly and ask questions/make comments. Very many students chat or Skype with foreigners through "Facebook". This can help to master English and eliminate language barrier between young persons, especially if both of them are not native speakers.

Certain experience of IT technologies' application is accumulated at Biological faculty, NEFU while teaching German to students from the department "Geography". Training of students is carried out in a computer class provided by faculty dean's office in a format of the mixed training at which together with traditional methods of training electronic training

is used. Training in a foreign language is focused on work of students with information fields of different databanks, project works, training and other kinds of activity with application of computer technologies. The part of training materials “Foreign Language (German)” is placed in a virtual campus of NEFU (<http://moodle.y-su.ru>) and adapted for independent studying, thus students have access to an extensive range of a help material on their specialty.

Thanks to occupations in a computer class and usage of the Internet resources access considerably extended to authentic German materials: a huge number of educational resources in text, audio-and video formats. All these opportunities promote a set of foreign-language competences. Text, sound and video records (electronic newspapers and magazines, electronic versions of printing editions, catalogues of libraries, sites of museums and educational institutions, etc.) are used as information sources. We mostly used search engines of general purposes: Google, Yandex, Rambler, and also portals and databases systematizing resources on certain subject and focused on a certain circle of users, for example:

<http://www.die-geobine.de/glossar/g.htm>,

<http://www.geographixx.de>,

<http://www.unterrichtsmaterial-schule.de>,

<http://www2.klett.de>,

<http://www.abfrager.de>,

the multilingual electronic encyclopedia Wikipedia (<http://www.de.wikipedia.org>), websites of various geographical societies, etc.

While studying regional subjects future geographers also made presentations in format of Power Point that undoubtedly strengthened dynamism, informational content and efficiency of practical lessons. The method of projects is a complex training method which allows us to individualize educational process, gives a possibility for students to show students their independence in planning, organization and control of the activity. Students also prepare presentations as homework on the basis of the material found in the Internet (for example, sights of one of the cities of Germany). The presentations created by students, is a perfect indicator of their level of skills of selection and systematization of material, general language and computer culture. As practice shows, modern students have no problems with a technical aspect of creation of presentations.

We also used electronic testing as a kind of control. So, for example, Internet sites <http://www.abfrager.de> and <http://www.klassenarbeiten.de> offer a huge number of tests on various disciplines, including Geography. Having finished the theme students were offered to complete the test (for example, “Die Erde”, “Landkarten”, “Das Gradnetz”, etc.). However similar tests are hardly applicable to identify knowledge system of our students. Therefore along with computer tests we passed oral examinations on the whole course of training.

Also the best students-geographers attend creative study-groups. In 2011-2013 students visited two creative study-groups: “German for academic purposes” and “Theoretical bases of development of projects and applications for grants”. The purpose of such out-of-class work is assistance for students to make various projects through explanation of the general recommendations, registration rules, filling up applications for a grant, cooperation between

the teacher and the student. These study-groups are urged to promote the international students' mobility by means of personal focused training directed on integration of educational, scientific university activity into world academic community. Members of study-groups annually participate in grant programs of the German service of the academic exchanges and study in German universities. This form of work promoted acquisition by students helpful experience of participation in similar actions, bringing up personal and professionally important features of future experts: independence, initiative, persistence, creativeness. Pedagogical support to students was carried out by practical help during the planning activity, interview, creating a positive mood and confidence of students' own forces.

Teachers of German language of NEFU fruitfully cooperate with the German service of the academic exchanges and Institute of Goethe. These organizations combine teaching of German and bases of the German culture with implementation of various projects, connected with education, science and culture, both organizations promote development of Russian education and science. Opening of the resource centers at the departments of the German philology with support of mentioned above organizations, participation in the actions declared by them and grants allow bringing together teaching, scientific, organizational and financial potential concerning the Russian-German cooperation.

We also used widespread forms and types of out-of-class work aimed at the increasing of informative interest to a foreign language; expansion of cognitive skills of future experts providing formation of professionally and personally significant features: competitions ("My specialty", "Christmas", "The best composition/translation"), research work (scientific report, presentation of projects, scientific conference, participation in grant programs), competitions (brain rings, quizzes). This kind of activity promotes bringing up students as creative, initiative and active persons through a foreign language. Students gained abilities to make public speech; generalize, plan and organize independent educational activity.

Summing up we came to the conclusion that some forms and methods of active training promote easier and strong assimilation of the language material; provide its long storing; process of learning of foreign language takes place within the favorable psychological atmosphere by means of which our students can ego-trip, believe in their abilities, forces and opportunities. These forms and methods demand coordinated, collaborative work of students; they involve students to the problem analysis and commenting of their adopted decisions; they also promote spirit of students' equality and communicative partnership. Close links of the language material with reality, practice, future profession of students promote full development of the identity of students, broaden their horizons in issues of future specialty, deepen their knowledge in different areas. We are absolutely sure that foreign language skills are today necessary preconditions for training continuation in the international higher educational institutions, real possibility of receiving interesting work and professional growth in the chosen area of specialization.

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