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PRODUCTIVE EDUCATIONAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE AND CULTURE

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This article is devoted to looking for productive educational technologies in learning a foreign language and culture with the use of ICT-based on the student-centered strategy that implements the method of projects.

Keywords: productive educational technology, foreign language and culture, ICT in teaching a foreign language and culture, method of projects.

ПРОДУКТИВНЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ И КУЛЬТУРЕ

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Данная статья посвящена поиску продуктивных образовательных технологий в обучении иностранному языку и культуре с применением ИКТ на основе личностно-ориентированной стратегии, реализующей метод проектов.

Ключевые слова: продуктивные образовательные технологии, иностранный язык и культура, ИКТ в обучении иностранному языку и культуре, метод проектов.

The reform of education is one of the most urgent socio-economic and socio-cultural problems of the modern society. At all times, education has been a powerful means of creating not only and not so much mental abilities, but spiritual, emotional and sensual component of the personality programming its development. Education

is still the basis for the development of the personality programming its career in the current post-industrial, information society, moreover education even becomes the guarantee of both social mobility and social sustainability of either a school or university graduate. Education is the main capital that people have on the labor market.

The reform of the existing national education paradigms is developed according to the directions given in the UNESCO documents:

- humanization of education;
- cultural studies socialization and ecological aspects of educational content;
- interdisciplinary integration in the education technology;
- focus on the continuity of education.

The vector of humanization of the education system helps to overcome the crisis of the socio-economic situation, to use the tendency of the transition to a qualitatively new state - refocusing on "chelovekotsentrizm." The student-centered approach in the education system and in teaching languages in particular became a leading one in the 90s of the twentieth century. Studies and researches of S.A. Amonashvili, E.V. Bondarevskaya, V.V. Serikov, V.A. Slastenin, I.S. Yakimanskaya, etc. are devoted to the development of this approach in teaching.

This approach to the implementation of the educational process is focuses on the formation of the student as an individual, the full implementation of the internal resources on the basis of mutual cooperation and joint creative efforts of the educational process participants. Education built on the idea of the student-centered approach "is not engaged in the formation of an individual with the desired properties, but create conditions for the full development of personal features and function of the teacher and students" [5, p.108].

There are the following main objectives in the framework of the student-centered teaching:

- to develop individual cognitive abilities of each student;

- to reveal, initiate and maximize individual subject experience;
- to assist the individual in learning itself, in self-determination and self-realization.

The student-centered approach to language education today is fixed in the State Educational Standards that define the objectives, content, teaching methodology. This approach is reflected in the current curricula and textbooks. Student-centered education is seen as a leading strategic direction of the XXI century, and in educational research as providing the needs of the community.

However, according to many scientists and educators (I.L. Bim, V.S. Lednyov, A. V. Khutorskoi, etc.), the process of restructuring of the Russian system of education is still not profound enough. Education, both in a comprehensive, and high school is largely involves transmission of norms and traditions, cultural and historical values to an individual; that is common transfer of knowledge as the final content of education; rather than mastering the reality on one's own by the methods of science under study. That contradicts one of the postulates of the new paradigm of education – “from obedience to initiative”. The modern life conditions demand not blind actions but initiative, proactive person, because this personality trait can probably guarantee success in life, mobility, and readiness to solve various problems. This means that the goal to ensure social stability and mobility for graduates and conditions for their self-determination and self-development is set before the Russian education system. These social demands have caused deep qualitative changes to implement the student-centered paradigm in domestic education at all levels. The concept of the effective development of Russian education is focused on the transition from education as a transfer of a certain amount of knowledge to a student to the productive education.

Focus on the student's personality, his or her productive learning activities determines the concept of language education: a global goal is the development of a secondary language person (I.I. Khaleeva). The priority task of forming a secondary language person, in its turn, is the development of autonomy and creativity of a

student in the process of learning the language and culture as the ability to be prepared for a continuous language education. This confirms another postulate of the new educational paradigm "from the concept" Good education for the whole life" to understanding the necessity of lifelong learning." The individual readiness for the continuous language education is directly linked with self-education for intercultural interaction in various spheres of activity.

The effective command of foreign language involves having an ability to work independently on learning the language, improving one's own skills through continuous knowledge increase, and developing communicative and information culture. On this basis, it can be concluded that the autonomy of a student is the most important component of the educational process as well as the basis for a productive language education.

The key idea of our research is to look for productive educational technologies for efficient learning a foreign language and culture.

Educational technologies used in teaching a foreign language and culture with the help of ICT are currently widely implemented as educational technologies of the student-centered type that realize cooperative learning, project technologies, and the "dialogue of cultures" concept.

In accordance with the concept of "dialogue of cultures", presented by the scientific school of S.G. Ter-Minasova, the main task of teaching foreign languages in Russia at the present time is teaching and learning the language as a real means of communication. According to S.G. Ter-Minasova a foreign language is not only an instrument of production, but also a part of the culture, and means of humanizing education for any professional profile. This involves a fundamental theoretical and pragmatic training for any foreign language teacher [3].

Teaching of a foreign language should not be restricted by teaching a language system or getting a language competence only, but it should be accompanied with learning cultural traditions and peculiarities of the target language. Only in this way those who learn a foreign language are able to identify themselves with a culture

different from their own. Under current conditions the necessity to increase the level of communicative and socio-cultural competences sounds axiomatic. It's due to the fact that the communication between people of different nationalities can only be achieved through a clear understanding and consideration of socio-cultural peculiarities that characterize a particular nation.

The main didactic principles of the student-centered teaching a foreign language and culture with the help of ICT are the following ones:

- consideration of an individual's self-worth;
- approach to a learner as to an active subject of cognition;
- reliance on the subject experience of a trainee/learner;
- focus on self-development, self-learning, learner autonomy;
- consideration of the individual, mental and physical characteristics;
- development of communicative abilities of an individual [4, p.73].

Taking into consideration the principles of the student-centered approach in teaching a foreign language and culture with the help of ICT a personal position of any student is considered to be complex: his or her foreign-language knowledge, skills, values, interests and motivations.

ICT in teaching a foreign language and culture certainly contributes to the implementation of the student-centered education policies since IC Technologies create the conditions for the individualization and differentiation of the educational process, allow students to find new ways of self-realization, form the necessity for continuous self-mastery of knowledge, for an independent and creative approach to learning throughout their lives.

While searching productive technologies of teaching a foreign language and culture, we do not forget about the main task teachers of foreign languages have - the development of learner's communicative skills. To solve this difficult problem one should use not only modern approaches but also new methods of teaching.

Productive technologies of teaching a foreign language and culture with the help of ICT can use a number of methods to ensure the development of different

skills. Thus, communicative - interactive and problem-searching methods contribute to the development of language, speech, socio-cultural and informational competencies. Creative- researching method helps to develop speech, socio-cultural and informational competences.

The method we would like to focus on in detail is creative-researching. This method, in its turn, includes the project method as a progressive educational technology. The method of projects is considered to be a specific set of educational and cognitive techniques helping to solve a particular problem as a result of students' independent action with the mandatory presentation of the results.

E.S. Polat considers the method of projects to be an educational technology "involving a set of research, prospecting, and problem methods, which are creative by their nature" [2, p. 67].

The method of projects is based on the development of cognitive skills of trainees/students; on their skills to design their own knowledge and to navigate in the information space independently; to solve problems involving their knowledge from different areas; on their ability to predict the results and possible consequences of different options to solve problems. Individual, as well as collaborative work while solving a particular problem with the goal not only to solve this very problem and prove the correctness of the solution, but also to present the results of the activity as a particular product demands using cognitive, experimental, applied and creative activities at different stages of the project. We conclude that the project method allows to solve the problem of formation and development of various intellectual skills, critical and creative thinking.

Project-based learning is always focused on the independent activities of foreign-language students, which means that its implementation in practice leads to a change of the teacher role. Teacher becomes the organizer of cognitive activity, facilitator, consultant, and coordinator instead of being a ready-knowledge bearer. Integration of the method of projects with the use of ICT in the process of teaching a foreign language and culture is an important step in the reform of the existing system

of education on the way to developing, student-centered teaching of the twenty-first century.

Thus, productive technologies that implement student-oriented education strategy nowadays are the most effective in teaching a foreign language and culture.

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