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ADAPTATION POTENTIAL OF FOREIGN LANGUAGE TEACHING EDUCATIONAL TECHNOLOGIES IN RUSSIA

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ABSTRACT

The article describes foreign educational technologies that can be used in foreign language teaching of students in Russian universities. Basing on the experience of educational work, the author proposes a mechanism for adapting foreign educational experience in a Russian school. The effectiveness of the use of foreign experience in foreign language teaching of students in a Russian professional school, taking into account its features and traditions, depends on the effectiveness of the developed mechanism of its adaptation in the domestic system of higher education. The author proposes the principles of adaptation of foreign educational experience on the basis of sociogenetic approach, as well as the conditions and stages of implementing foreign teaching experience in the national higher education system. The use of the socio-genetic approach to adapt the experience of foreign language training of students will undoubtedly contribute to its effective use in domestic universities and accelerate the modernization of Russian higher professional education.

INTRODUCTION

The development of professional training of a future specialist of the Russian Federation requires not only a rethinking of domestic experience, but also a search for adaptation mechanisms for constructive foreign experience of preparing students for the realities of modern teaching and educational practice. The fragmentation of the use of educational technology and the lack of development of principles for selecting and structuring the content determine the fundamental need to study, analyze and use the wealth of experience in this field in foreign countries.

In pedagogical work with students, we tried to creatively use the positive foreign experience of preparing future professionals, relying on educational technologies that are also used in other related humanity fields abroad, along with foreign language training. The universality of technologies involving interdisciplinary communication is the key to the development and formation of general professional and cultural competencies of students, identified in the Federal State Educational Standard of Higher Professional Education in Russia.

The term "pedagogical technology" is interpreted differently. Makhmutov M.I. believed that "technology can be presented as a more or less rigidly programmed (algorithmized) process of interaction between a teacher and students, which guarantees the achievement of a goal" [1]. In international publications, the concept of "pedagogical technology" is defined as identifying principles and developing techniques for optimizing the educational process by analyzing factors that increase educational efficiency, by designing and applying techniques and materials, and also by evaluating the methods used [2].

According to Gewehr W. [3] the true goal of education is to teach students to navigate the world of constant change, to be able to continuously obtain and process new information. As one of the ways to effectively learn a foreign language, he proposes to create communicative situations in the classroom, where students interact with each other in simulated communication conditions brought from everyday real life. The focus here is on how students learn, that is the center of attention in any kind of integrated approach to language teaching in a European context. One of the most important results of research in education over the past decades is the activation of the learner's role in the process of learning a foreign language, as well as the student's deep awareness of the need to develop their own ability to learn independently.

In order to organize the effectiveness of foreign language training, we consider student-centered technologies that put the student's personality at the center of the entire educational system, providing a comfortable, conflict-free and safe environment for its development. The training environment with such technologies does not impose the normative regulation of activity on a future specialist, but creates more liberal conditions enabling them to determine the trajectory of individual development.

MATERIALS AND METHODS

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At present, the following interactive foreign communicative teaching technologies should be considered in integration: "Training in cooperation" and "Method of projects" using the elements of Internet technologies "Web Quest" or "Subject Sample", "Language Portfolio" to evaluate the results of foreign language acquisition; "Credit-modular rating technology" of training and "Organization of individual educational trajectories" of students. The relevance and novelty of the interactive educational technologies, increasingly used in the framework of higher professional education, lies in the degree of use of their potential to meet the need for training in innovative ways.

143

All the described technologies should be applied in specially structured interdisciplinary modules with the involvement of teachers in special, highly professional disciplines, when the content of the disciplines and the adequacy of the tasks performed by the students are matched and compared to the required competencies that they will have to develop.

There are such variants of the communicative interactive technology "Learning in cooperation" as "Learning in a team" and "Saw". When utilizing the "Learning in a team" technology, the activity of each individual student is "transparent" for other team members and achieving a common goal would be impossible without the individual success of each participant. This type of work is applicable to the analysis of texts and tasks for them in class, when students in groups of 3-4 people distribute various activities among themselves (translation, answers to questions, drawing up their own situations using new expressions from the text), followed by discussion and mutual evaluation of results.

"Saw" is the next type of training in cooperation in foreign language teaching of students in universities. Participants in different groups work on their educational material, which is divided into logically interrelated parts, or the whole team works on the same material, but each participant gets a topic that they develop very carefully. Then students exchange the learned information. At the final stage, the obtained knowledge is monitored in the form of a written test and essay. This type of work in comparison with the previous ("learning in a team") is distinguished by a large volume of the task being performed, a large number of participants within one group and, accordingly, a large amount of time spent on it. Thus, when applying the "team learning" technology at the formative stage of the experiment, one academic lesson (two academic hours) is required; when testing "the saw" technology, there is a positive dynamic of learning performance after at least two academic lessons or at least four academic hours.

If we approach the adaptation of foreign experience of foreign language training of students from the point of view of a sociogenetic approach, then the basic principles of adapting the potential of the experience in the Russian system of higher professional education are:

- the principle of affinity, i.e. compatibility of foreign experience with other elements of the training system so that it can take root in the Russian higher school;
- the principle of survival, which includes an assessment of the degree of its integrability with domestic experience, the results of its use, indicators of use efficiency;
- the principle of balance, which means that reasonable proportions and the amount of foreign experience should be determined so that it is not over-saturated with elements to the detriment of the domestic one;
- the principle of development is necessary to determine the possible consequences and prospects for using the foreign experience, when problems, possible negative results are carefully calculated, tactical adjustment measures are taken, which can be a stimulus for the development of the domestic new processes in the system of foreign language training of students;
- the principle of receptivity - the adaptation of foreign experience, consisting in the ability of teachers to perceive new experience;
- the principle of readiness for adaptation, which consists in the ability of pedagogical personnel to train according to the adapted methods, taking into account new requirements. This approach provides for the expansion of awareness, interest of university teachers in a more efficient and effective teaching of a foreign language using the new learning and teaching experience.

RESULTS

Second-year law students were offered reading materials on the topic "The legal system of England". The students were divided into two groups, where each student received a certain part of the topic. After studying the information, the students returned to their groups and retold the material studied to other students. So, the students felt increased responsibility, since they performed two social roles at once - the student and the teacher. This type of activity is one of the ways to organize work in large groups, in which students acquire knowledge on the basis of different levels of English language skills. To date, this interactive technology is relevant in Russian universities in connection with optimization processes in education systems and an increase in the number of students in groups.

It should be noted that all the students while preparing their assignments could always use information resources form the Internet, whereas those students who did not fit in time to prepare the assignment for a sufficient number of points had the opportunity to get the necessary points by the end of the semester, presenting a report on the assignment in the format of the Subject sample Internet technology: compiled a list of the Internet resources on this topic and a few questions revealing its content, as well as the answers that required expressing personal opinion on the topic. Students had to be able to "defend" such work.

Training in collaboration, according to the observation of our experimental work, is more broadly reflected in the Project Method technology. When teaching a foreign language with the use of the project technology, we based on the integration of knowledge gained from other humanities, trying to take into account interdisciplinary links, including specialized subject areas. The result of the project activity was a "documented work" expressed in a decorated stand, an album, a wall newspaper or an organized party,

when the form of the report was preliminarily selected (role-playing, quiz, reporting, radio broadcast, short video, computer presentation).

The leading criterion of the project work was the ability of the student to interact and cooperate in the process of solving project-research and project-creative tasks. Thus, during the formative stage of our experimental work, the students of the experimental groups elaborated in detail certain problems that were personally relevant, presenting various ways to solve them with a coordinating role of the teacher. The creative process that accompanied the project activity of the students generated the necessary environment for pair, intragroup and intergroup interaction, interaction between teacher and students, and gave rise to a sense of community, collegiality, mutual respect and healthy competition.

Cooperation also manifested itself in the help of more successful students to those who were less successful, when the latter, due to the absence from classes for valid reasons, needed to get the necessary points by preparing a report on the work done in the "web quest" format: the entire scenario of the work (introduction-description of thematic situations, tasks, completion stages and the sources, conclusion) were presented in an electronic form so that students could answer the questions themselves. In the process of our research and implementation in the educational process of the Kazan Federal University and the Academy of Social Education of the above educational technologies, we found that as interactive forms of education they provide students with intellectual and moral development, their independence, goodwill, reduction in the number of non-certified students due to their active participation in the project work.

The interactive training includes a foreign method of situational analysis or a case study method, which can be used in implementation of the Learning in Cooperation and Project Method technologies. In the course of our experiment, the case-study method has contributed to: 1) instilling in students practical skills of working with information: isolating, structuring, and ranking the significance of problems; 2) formation of general student communicative competence and development of foreign language communicative competence; 3) development of the ability of students to choose the best options for effective interaction with other people; 4) development of analytical thinking of students, application of analysis in dynamics.

Along with the "case study" method, we saw the need to apply the "brainstorming" method to effectively implement the methods of team work. Brainstorming is the freest form of discussion, contributing to manifestation of students' creative activity. The main function of this method is to provide the process of generating ideas without their analysis and discussion. So, during the brainstorming session, we adhered to the following rules: did not show that the idea had no value, ignoring someone's activity; if one or two participants dominated, the order of the queue was established; the participant had the right, without explanation, not to give an idea or suggestion; any proposed idea (even if it was not related to the problem under discussion) was worth the attention and consideration of the others, as it could cause associations of one of the group members and lead to the birth of a new idea; democratic and friendly relations were maintained between the brainstorming students; all the ideas expressed aloud were written on the blackboard with the same words as the author of the idea said; the group needed to be given time (hour, day, week) to think over all the fixed ideas and then consider any alternative approaches or new proposals to the existing list. This method was effective in selecting the topics of project works and setting tasks for solving the problems posed.

As part of the project technology, we also applied the business simulation game method, which showed its effectiveness in teaching a foreign language, since the simulation in the game was close to the real conditions of professional activity: a conflict situation was analyzed and mandatory joint activities of the game participants who performed certain roles were carried out.

When studying the topic "US judicial system", students prepared a role play "civil litigation", which made the process of learning a foreign language personally important, as the role-playing game was a form of simulation modeling of the upcoming professional activity conditions. Game forms have a communicative-situational orientation, where all attention is directed not at the teacher, but at the student, and various methods of implementing communicative tasks are used, such as working in pairs, dialogue, and polylogue.

DISCUSSION

According to the results of our experimental work, we can state that interactive foreign technologies can successfully combine traditional and alternative methods to achieve the goals of the educational program and the standard of education. Thus, the brainstorming method proved to be the most effective at the initial stage of the implementation of the "project method" - when choosing a topic, defining hypotheses and setting targets for project implementation. The "case-study" method has shown its effectiveness in implementing the training technology in cooperation in the process of monitoring the material studied. A democratic and creative atmosphere was created in the audience when discussing the material, the students and the teacher became equal partners. According to the results of our research, this method can directly be a part of the project technology, with the condition of its use at the final stage, in order to control students' knowledge. Discussion of small cases can be conducted in small fragments in the educational process, when students become familiar with the proposed situation directly in class. The business simulation game method has proven itself as one of the ways to show the finished product of

educational and cognitive activity at the final stage of project technology implementation. The widespread use of the described above interactive technologies as a foreign experience in the practice of the domestic foreign language training ensures the success of the international polylogue already with the involvement of the Russian culture bearers [4,5].

In order for the elements of foreign experience to enter into effective interaction with other elements of the Russian higher professional education system, it is necessary to create the necessary conditions for their use in the Russian higher education system. The use of foreign educational technologies as adaptation potential of constructive foreign experience of foreign language teaching in the domestic system of higher professional education is possible if the following conditions are met: 1) taking into account national and historical educational traditions in the domestic system of foreign language training of students; 2) transformation of a traditional university into an innovation-type university oriented towards the development of innovative education using interdisciplinary, problem-based and project-oriented learning technologies; 3) development of scientific and methodological tools for the study of foreign experience of foreign language teaching; 4) establishment of a close relationship between higher education institutions and employers to ensure the compliance of students' competences and the requirements of real production and business; 5) readiness of the teaching staff and administration of the university for the use of international experience in foreign language teaching of students, suggesting the readiness of employees for intercultural interaction, constant cooperation with foreign higher schools and industrial companies; 6) organization of targeted training of higher educational institutions for mastering foreign technologies of language training, forms and methods of active learning, opening up new prospects for the development of basic and postgraduate professional training of students; 7) changing the role of a teacher depending on the level of student autonomy, implying the creation of such learning situations that allow them as future professionals to apply experience of intercultural interaction and learn from the experience of others [5].

According to the presented principles of adaptation and the conditions for the use of foreign experience of foreign language training in higher education institutions, the following stages of introducing the adaptation potential of foreign language teaching experience have been developed, which consist in implementation of foreign educational technology in Russian higher professional school:

1) choice of experimental sites for the introduction; 2) administrative assistance, information and library, publishing and printing support for implementing foreign interactive technologies of foreign language training of students in the educational process of the university;
2) identification of the pedagogical conditions for the effectiveness of the introduction;
3) development of the criteria and the criteria indicators of the effectiveness of implementation, based on the study of domestic and foreign experience in this field;
4) adaptation of the existing domestic and foreign practical experience of implementation of foreign educational technologies in the educational process of a higher professional school, taking into account the features and traditions of the national education system and a particular university;
5) organization of applied research conferences, seminars, round tables, individual and group consultations, workshops on the exchange of practical experience in implementation of foreign experience in foreign language training of students, presentation and feasibility demonstration of the experience.

The implementation of the adaptation potential of foreign experience of foreign-language training of students in the Russian higher professional school has proven its effectiveness in the course of the experimental work in the Academy of Social Education and Kazan Federal University (city of Kazan).

In the course of the experimental work, we concluded that the adaptation of foreign educational technologies makes foreign language training of students more visual, transparent and lively, develops reflection, self-control, and helps to bear personal responsibility for cognitive activity. The main method of implementing foreign experience of foreign language training of students in the educational process was a pedagogical experiment.

According to the study, we believe that the implementation of foreign educational technologies requires changes in the strategy and tactics of the organization of the learning process, namely: changes in the functions of the teacher from informing to guiding, coordinating and consulting; preparing a base for independent work of students; organizing the formation of flexible groups of trainees, depending on their choice of training modules and individual educational trajectories and progress in the learning process; development of automated systems for monitoring the quality of training and methodological support; creation of counseling services, and et cetera.

The use of the foreign language training technologies in domestic higher professional institutions will provide: to the student - the opportunity to receive education in a convenient form, at a convenient time, taking into account specific educational goals, cognitive features, level of preparedness and needs of each student; to the teacher - the release of time for tutoring; University and higher professional education as a whole is an opportunity to bring students' professional training in line with the modern requirements of the international labor market.

146

The implementation of foreign technologies of foreign language training of students turns out to be the most productive with specially selected forms of training involving the use of interactive methods that increase students' activity [6,7]. The use of foreign interactive technologies provided effective training for students in a mode when the teacher proceeded from the usual instruction to consultation and coordination of the learning and cognitive process.

CONCLUSIONS

In the process of using the above-described technologies that contribute to the effectiveness of foreign language training of students, they have developed the following skills: to determine an adequate task in accordance with the content and themes of the foreign language speech activity; draw up a rational program to achieve the set task, taking into account their individual abilities and needs; evaluate personal strength and rationally distribute it to obtain the desired result; to carry out intra disciplinary and interdisciplinary communication in preparation of verbal and written works in a foreign language; see the possibilities of practical application of the results of foreign language training; exercise self-control and self-assessment of foreign language training; independently search, analyze, select, organize, process, save and transmit the necessary information in a foreign language, obtained using such means as: multimedia technologies, information technologies (note-taking, summarization, annotation, etc.); interact and collaborate in a group, build foreign language communication and interaction: conduct a dialogue in a pair, group, interact with partners to obtain a common product or result; perform various social roles in a team; be able to adapt communication styles to improve understanding; be able to express own thoughts in a foreign language orally and in writing; be able to work with various foreign language texts as communication field (educational, reference, scientific and informative), that is, ask questions to the text, understand the information, reproduce it, and create on its basis personal conclusions and generalizations; be able to write documents in a foreign language (letters, contracts), etc. [8,9,10].

From the experience of research-to-practice activities in testing the above described pedagogical technologies, we concluded that each technology can have both advantages and disadvantages, but the disadvantages of all the educational technologies are leveled due to their integration in the entire educational process.

CONFLICT OF INTEREST
There is no conflict of interest.

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