THE EFFECTIVE MEANS FOR REALIZING STUDENTS’ SELF-DIRECTED EDUCATIONAL ACTIVITIES AT A HIGHER LEVEL EDUCATIONAL ESTABLISHMENT

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Abstract. This article describes a general approach to professionally-oriented teaching English language, some problems of learning foreign language, discusses some specific techniques and provides some aids and suggestions.

У статті представлений загальний підхід до професійно-орієнтованого навчання англійській мові, обговорюються деякі технології, які сприяють оптимізації навчального процесу у технічному вузі.

Key words: deep scientific enquiry, effective means, qualification projects, foreign language learning, professionally oriented learning, cognition-and-orientation component.

Today, English may be identified as a global language, due to its widespread use in business, the internet and amongst diverse groups of people who wish to overcome a language barrier. Estimates put the number of fluent speakers at upwards of half a billion, a majority of whom are probably native speakers. However, there are many millions more with some knowledge of the language.

If you are disappointed with your academic functioning, or having difficulty with a particular academic task, like reading, you may be questioning if you have a learning problem. If you read more slowly than others, have to re-read often to understand, or spend a lot more time studying than other students, you might have a significant learning problem.

We all learn differently and there are many stages in the learning process where things might go wrong. Many factors may affect success in an academic environment in addition to specific study skills. Some of the factors that may affect learning outcomes include: motivation, study skills, concentration, and emotional factors like test anxiety. The severity of learning problems can vary greatly. One student may need to become better organized in order to succeed, another might learn to study differently for different kinds of tests and another might have a learning disability that requires specific coping strategies or accommodations.

The process of teaching and learning a foreign language has always been a subject of deep scientific enquiry, it has been and is too actual in terms of higher
pedagogical school functioning not just concerning foreign language teachers’-to-be training, but also teachers’ training in general, without taking into consideration one’s specialization in this or that subject one will teach in school when becoming a teacher after graduating and receiving a diploma of a higher education degree.

In our opinion the following should be done in the course of educational process organization to make mastering a foreign language to be one of the effective means for realizing students’ self-directed educational activities at a higher level educational establishment.

The organizational and educational principles of foreign language learning should be changed considering the following: include some additional hours of foreign language learning to the curriculum in the 3-5 years of studying; redistribute the time devoted to lectures and self-directed learning of a foreign language professionally orientated; form differentially homogeneous groups according to the level of initial knowledge of the foreign language; introduce the educational process in most significant subjects of the professional course again in the foreign language; initiate studying a second foreign language; introduce special courses in the foreign language; stimulate students for receiving grants to participate in various international programs and projects; present the data on the main principles in the foreign language while working on the diploma or qualification projects; bring in the writing of diplomas and qualification projects in the foreign language.

A student is to realize the importance of the foreign languages learning and their application in the self-directed educational activities that is why departments should provide the students’ body with necessary methodological literature for psychological barrier overcoming and precise recommendations to provide phased self-directed obtaining of knowledge in the foreign language and also to carry out an effective and opportune self-evaluation of the reached level as well as to estimate the possible ways of elimination of the revealed drawbacks.

A tutor has to do his best to accomplish his goal in professionalization of the contents of the learning process when mastering a foreign language as well as to apply the practice of ties finding to connect the subjects both psychological and pedagogical division and specialization course with the foreign language learning.

The process of the foreign language teaching at a higher pedagogical educational establishment should be transformed into the process of the teacher’s-to-be linguistic personality formation, who can use the foreign language as the means of self-directed educational activities in a higher school and after graduating from it [1].

One of the main aspects of the scientific research work devoted to the professional and pedagogical activity deals with the problem of individualization.

The individualization of professionally oriented learning of foreign languages is the organization of independent educational activity by which the student has every opportunity to acquire knowledge on professional oriented
foreign language in system, besides the leaner can choose the individual rate and methods of working.

The individualization of students’ learning activities in the higher school system aimed at the formation of their cognitive powers, activity and self-education by means of the foreign language.

In the structure of individualization of the professionally oriented learning we define: motive-and-value, process-and-operation, cognition-and-orientation, result-and-evaluation components of foreign languages.

The motive-and-value component means the realization of the importance of foreign language learning, the formulation of the positive attitude to this activity and to the individual perception of the material, the development of the cognitive activity.

The process-and-operation component is characterized by the choosing of the forms and methods, means of the practical mastering of language, the individual and professional development of the future pedagogues.

The cognition-and-orientation component is the tendency in the learning process, the choosing of the text material for reading on speciality, the learning of the special terms alongside with the common words.

The result-and-evaluation component includes: the effectiveness of learning, the richness of the active vocabulary, the skills of everyday professional communication, self-estimation of the learning activity.

While exploring the problem, the pedagogical conditions for individualization of students’ professionally oriented learning of foreign languages were scientifically grounded. They are: 1) estimating students’ individual-and-psychological peculiarities (self-actualization, self-realization, self-education, self-estimation and self-perfection activity); 2) taking students into the active cognitive activity (the formation of the stable cognitive interests to the learning activity); 3) stimulating speciality oriented reading of foreign literature in the original (stimulating of the person to the development of his or her professional interests).

The conditions mentioned have been realized in the pedagogical experiment.

The giving conditions provide the individualization efficiency of students’ professionally oriented learning of foreign languages at non-linguistic specialities in the Higher Pedagogical School and the further essential improvement of the level of their foreign language mastering [2].

Thus we can come to the conclusion that mastering a foreign language may become an effective means for realizing students’ self-directed educational activities at a higher level educational establishment under the condition of applying into practice of the foreign language teaching a whole complex of measures which are quite necessary at a present developing stage of pedagogical education.

References