SECTION 3. LANGUAGE EDUCATION FOR SPECIFIC PROFESSIONAL SKILLS

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FROM THE NEWWAVE EXPERIENCE OF THE FOREIGN LANGUAGE TEACHING AT TECHNICAL UNIVERSITY
ИЗ НОВОГО ОПЫТА ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В ТЕХНИЧЕСКОМ УНИВЕРСИТЕТЕ

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Ключевые слова: неязыковой университет, дистанционное обучение, цифровизация, университет, преимущества, недостатки, электронная информация, образовательная среда.

Abstract. The article deals with the situation of adaptation of universities to the digitalization of education, and the preservation of its quality. The experience of using the Moodle platform in teaching foreign languages is shown, when considering its advantages and disadvantages.

Аннотация. В статье рассматривается ситуация адаптации университетов к цифровизации образования и сохранения его качества. Показан опыт использования платформы Moodle в преподавании иностранных языков, при рассмотрении ее достоинств и недостатков.

Modern realities force us to look for new ways of learning with the use of the latest information technologies. Educational information and communication technologies, which seemed to be a form of education of the future, also changed their former essence and purpose. Universities were forced to solve many pressing issues in a short time: in what forms to conduct distance learning; what technical means to use for this; how to assess the assimilation of students of the material received; how to conduct final exams, defense of diploma projects, and how to recruit for the next academic year. The foreign language teachers also had to choose those from a huge number of educational platforms and services offered that would help us to continue the learning process in the best way, but already in the Internet space.

Teaching a foreign language involves direct communication between the students and the teacher in various forms. Moodle is a platform for online classes. A lot of teachers, speakers and students around the world use it for distance learning.

The Moodle platform where the teacher is also the organizer of the classes creates an opportunity for written communication, operating with various functions that this system offers.

It is coincided to be one of the greatest advantages especially for extramural students. It is known that the number of students in extramural groups usually exceeds 20 people and it is quite problematic to provide all of them with printed versions of the materials, grammar tables, handouts. So, having 5–6 groups of extramural students the foreign language teacher was obliged to print a lot of copies as not all classrooms are provided with special interactive equipment. Moodle solved this problem perfectly as it allowed to demonstrate all the materials on the screen. Our communication with students was also supported by chats in such messengers as "Viber" and "Whats App" which allowed to send PDF and Word files of the materials to students for them to learn the presented material at their own pace. One of the most important functions realized by a teacher is the control function as a teacher's task is to check knowledge, competences and skills in the studied subject acquired by students both in and out of class [6, 9]. For this purpose there were created distant educational courses with the use of different forms, kinds and methods of control.

During e-learning of foreign languages by students in non-linguistic higher educational institutions there are realized the following control functions: the testing function showing the results and evaluation of students' study; the educating function coming by means of recollection, consolidation, specification, updating of the acquired knowledge; the developing function consisting in developing the student's personality, his or her cognitive abilities, concentration, memory, thinking, imagination.

The preliminary control during e-learning foreign languages is realized by means of "placement tests" allowing to determine the initial level of students' training in order to look up to the permissible difficulty of the suggested educational contents. The analysis of the data of the preliminary control also allows a teacher to make changes in the distant educational courses with a focus on student's foreign language skills. The current control allows having continuous information about the progress and quality of education material acquisition, make changes in the process of education in a timely manner. The current control in the developed distant education courses is not so much inspection as education because it is connected with the consolidation, revision and analysis of the education material.

The midterm control allows determining the quality of students' studying the education material in the given subject. It's carried out in the form of tests during the term or credits at the end of the term for the courses, the final control of which is an examination.

The final control serves to show the final results of the education process in the given subject. It's realized in the form of credits or examinations. The control methods allow

determining the progress in students' learning and cognitive activity as well as the teacher's pedagogical work.

You can talk about many features of professional competence training, including the study of foreign languages. To date they work out training manuals, workshops and techniques, the purpose of which is development of speech, language and cross-cultural competence of students. They are designed to facilitate the development of grammatically correct and logically meaningful speech, improve analytical reading skills, expand vocabulary skills, ability to discuss and write, and at the same time reflect the actual problems of modern life. They serve as the basis for a specific model of teaching future specialists of international relations.

Today's graduates of technical university will have to work in multicultural environment. One should be aware that the duality and differences in the interpretation of certain phenomena by students of different cultures is inevitability inherent in the structure of the modern world. Therefore, according to modern scholars and teachers it is more important to teach students how to skillfully use a variety of competencies instead of writing what is prohibited or allowed in a particular country.

During e-learning English in the developed courses there are used such main control methods as written tasks and tests. Written tasks include translating profession-oriented texts from English into Russian, tasks to the texts in workbooks, tasks to the viewed video clips or listened in texts on the topic of the studied unit, creative tasks such as statement commentary, report writing, research doing, and for master students also - writing an essay, a précis of a scientific article, an abstract and a critique to it, a brief report and a presentation in Power Point on the issue of their scientific research. Each unit of distant education courses includes tests which are a number of standardized tasks on specific material stating the degree of adopting it by students.

A very useful element of a distant education course is a register. The Moodle system implements a very flexible and rather complex system of assessment on the basis of which as well as on the grounds of students' active work a teacher can create a rating system for each student.

As the survey showed, learning at an individual pace: it is choosing the rate of learning depending on students' individual needs is an advantage for 100 per cent respondents. The comprehensibility of the organizational, methodological and learning material was graded "nine" by 95 percent surveyed students. Mobility was graded "nine" by 70 percent respondents, "seven" – by 17 percent, "four" – by 8.7 percent, "two" – by 4.3 percent. The individual interview revealed that this advantage got lower grades because of the absence of anytime access to the Internet by some students. As for such an advantage as creativity, 65.2 percent students graded it "nine". It's explained by the fact that far from all tasks offered in a distant education course are creative. Some of them are of reproductive and partially research character. Finally, 60.9 percent student graded as "nine" interactivity as an advantage of Moodle-based distant education courses teaching foreign languages at a non-linguistic higher education institution. During the individual interview they noted that they would like to intensify the interaction with the teacher to get more detailed consultations.

On the basis of the presented material it should be noted that the creation of Moodle-based distant education courses is up-to-date and perspective both for the organization of the process of learning foreign languages at a non-linguistic higher education institution and for managing it. In particular, increasing the quality of control in e-learning a foreign language at a non-linguistic higher education institution allows not only to increase the efficiency of education but also to inspire students to further independent studying a second language.

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PROBLEMS OF CROSS-CULTURAL COMMUNICATION IN AN EDUCTIONAL INSTITUON (BASED ON THE ENGLISH LANGUAGE)

ПРОБЛЕМЫ ОБУЧЕНИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В РАМКАХ ОБЩЕОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ (НА ПРИМЕРЕ АНГЛИЙСКОГО ЯЗЫКА)

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Ключевые слова: межкультурная коммуникация, стереотипизация, клишированность, лексика, этапы коммуникации.

Abstract. The article is devoted to the study of a foreign language school lesson components, which lead to difficulties in cross-cultural communication of students with native speakers. The main disadvantages of a foreign language school curriculum, the consequences of using such curricula, the stages of cross-cultural communication process, as well as the difficulties of cross-cultural communication that students face and ways to eliminate such difficulties are considered.

Аннотация. Статья посвящена анализу элементов урока иностранного языка, которые приводят к затруднению межкультурной коммуникации обучающихся на иностранном языке с его носителями. Рассматриваются основные недостатки школьной программы по иностранному языку, последствия реализации подобных программ, этапы процесса межкультурной коммуникации, а также трудности межкультурной коммуникации, с которыми сталкиваются обучающиеся, и пути устранения подобных затруднений.