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Teaching foreign languages in high school: foreign experience

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Аннотация

Поскольку современная педагогическая наука находится на пути модернизации профессионального образования, в статье мы акцентируем внимание на проблеме изучения зарубежного опыта совершенствования высшего образования. Также в данной работе мы сравниваем различные зарубежные технологии преподавания иностранных языков, подробно разбирая коммуникативную компетенцию. Изучая зарубежный опыт преподавания иностранных языков в высшей школе, мы делаем вывод, что Американские и Британские технологии преподавания иностранного языка должны получить свое развитие в профессиональном образовании в России.

Ключевые слова: зарубежный опыт, современные технологии, коммуникативная теория, коммуникативная компетенция, иностранный язык, методы обучения.

Abstract

As modern pedagogical science is being on the way to find the courses of professional education modernization, we are focusing the problem of studying the foreign experience of improving professional education in the paper. Also, we try to compare different foreign technologies and competences of foreign languages teaching and we would like to emphasize the communicative competence in our work. Studying foreign experiences of teaching foreign languages, we should conclude that some useful technologies as well as American and British

interpretation of communicative approach should be adopted and developed in professional education in Russia.

Key words: foreign experience, modern technologies, communicative theory, communicative competence, a foreign language, teaching methods.

Modern pedagogical science is trying to find out ways to modernize vocational education. At the same time considerable attention is paid to taking into account the world experience as the solution to the problem of improving the quality in the field of professional education requires the exchange of knowledge, the development of meta-knowledge, the creation of interactive networks and the mobility of teachers and students. Focusing the problem of studying foreign experience of modernization of professional education was the result of entering Russian professional high school into the international educational space and the international market for educational services. Universities determine the choice of modern technologies for teaching foreign languages. This is due to the growing importance of a foreign language for the professional growth of future specialists. Modernization of education allows us to appeal the personality of each student building a system of continuous education. As Great Britain and Germany are one of the most technologically advanced countries, they have extensive experience in teaching foreign languages using the prospecting activities, the “Portfolio” technology, teaching on a modular basis. In Russia the solution of the problem doesn’t imply a direct borrowing of foreign experience but a thorough study of it in order to adapt some progressive ideas to the specificity of Russian education. Searching new technologies for teaching foreign languages is determined by several conditions [1]:

1. Some methods of a foreign language teaching using traditional teaching system in Russian universities currently don’t meet modern requirements for the level of knowledge.
2. The process of teaching a foreign language is mainly focused on the ability to translate foreign texts and learn some foreign vocabulary paying attention to grammar rules while modern pedagogical science focuses on the development of thinking and the activation of cognitive activity.
3. The expansion of economic, political and cultural connections between Russia and foreign countries revealed the need to improve the quality of teaching foreign languages in universities and it should be aimed at the developing knowledge necessary to communicate and work abroad in future.

Some of the modern technologies considering learning foreign languages should be noted: interactive, heuristic, problem-based learning, “student’s portfolio”, block modular learning, project methods, brainstorming, case study method. In the field of professional education system of highly developed countries we can identify some innovative trends: the development of high education system according to the scheme “education – science – production”; the use of a multi-stage learning structure; the development of continuous education; the improvement of postgraduate forms; intensification the educational process by directing students towards independent work. The modern scientific and technological revolution has transformed the ideas about the priorities in teaching foreign languages putting forward education, creativity and the ability to self-study. But these ideas came into conflict with the existing pedagogical system that had been put in the industrial era of the XX century and focused mainly on the development of memory, retelling, reproducing and everything led to decrease in the quality of the general education fundamental training of future specialists in a number of leading countries.

So, in a rapidly changing world among the main tasks of high education we can distinguish three ways:

1. compliance with the requirements of a modern environment, its role and functions;

2. quality of high education and its multilateral concept;
3. internationalization and universalization of high education content while using modern IT systems [1].

The main concepts of teaching foreign languages in high schools abroad: deductive method of reading and translating (reading professional literature in the original, translation it emphasizing on vocabulary and grammar; direct method (visual principle, speaking without doing translation); audiolingual method (mechanical use of a language listening tasks); silent method of teaching (cognitive approach, self-expression); whole-community method (cognitive environment, teacher-therapist, atmosphere of openness, small groups); physical impact (listening skill, oral advancing, visibility, the way of cognition one's native language); communicative approach (motivation, communicative orientation, accessibility, activity, visualization). One of the most progressive is the American communicative theory as a basis of a communicative approach to teaching foreign languages abroad.

The effectiveness of the globalization process in a modern world would not become so high if it were not for the significant role of the language being the mean of communication. We are talking about a foreign language as the general part of information and all kinds of documents are in a foreign language especially in English language. In Russia the first experience of bilingual education appeared long ago, and it was the ability to speak two languages switching from one language to another. But now the experience of foreign countries is explored a lot and we consider the students' abilities of switching from one language to another freely in any communication situation are ideal and it is called coordinating type of bilingualism.

But one of the most valuable examples for us is Germany which combines as the presence of a natural foreign language environment associated with a large numbers emigrants as global integration into business and cultural space. We can make a conclusion that bilingual education has a great future in spite it has been studied for a long time. It also has a lot of advantages in technical sphere [2, 3].

In Russia at the end of the twentieth century there was a revolution and a progress in the method of teaching English. Earlier the priorities were given to grammar and vocabulary exercises, great attention was paid to reading and translating different texts. Next tasks were offered: reading, listening, retelling, writing dictations and so on. Informative function of a foreign language was implemented. Now we consider the important change is that the language has become available to most people. Learning a foreign language has become more informative and functional. Specialists in different fields need English language as a mean of communication and doing business abroad. The fundamental method of teaching a foreign language is the oldest and the most traditional and it is also called classical. It is seriously relied upon in linguistic universities. Students learn to understand the world through the eyes of a "native speaker". In classical approach all the language components (listening, speaking and ext.) should be developed gradually. Such complex approach is derived to develop the ability to understand and create the speech. A teacher who is not a native speaker has opportunity to analyze and compare two different language systems to produce the information in a better way (explain grammar, vocabulary and culture). The Western world appreciated the priority of bilingualism. The most valuable in the modern world are the teachers who are able to think in the context of two cultures and to give their students the corresponding complex of knowledge [3].

The lingo-sociocultural method is one of the most serious methods of studying a foreign language involving such component as a social and cultural environment. Supporters of this method are sure that the language loses its life when teacher and students only aim at mastering grammar and vocabulary forms. They monitored the correctness of speech previously. But now besides they seek its richness. The sense of given information is very

important that is communicative level as any way the ultimate goal of communication is to be understood. In the west countries a language is realized as a system of communication which consist of main parts and several rules used in the sense of communication. The lingo-sociocultural method combines language structures (grammar, vocabulary etc.) with non-language factors. The goal of learning a foreign language using this method is to make your conversation more comprehensible, forming the perception intuitively. Communicative method is focused only on the ability to communicate. Meanwhile great attention is paid to producing and comprehending speech. All the necessary set of techniques help to create native language environment where the students must work for example they should read, communicate, take part in a role play, express their thoughts, make conclusion, understand culture and social environment [5].

Oxford and Cambridge courses are focused not only on the development of the language knowledge but also on the students' creativity and outlook. Any language is closely interwind with the cultural features of a country though any language courses should include regional elements. British consider necessary to give an opportunity to navigate the multicultural world and it can be easily achieved with the help of English language as it is an international language.

We can mention a lot of students and teachers' books designed by British teachers and tutors for students of different levels. All the British methods aimed at the development of four necessary skills such as reading, writing, listening and speaking. Besides the emphasis is usually made on using audio and video interactive courses. Due to great diversity of methods British language courses help students form skills which are necessary in their future career for example: make presentation, present their speech, communicate, write business letters, maintain negotiations, etc. [4].

In order to create European Area of High Education in 1999 Bologna declaration was signed and the Bologna process began with 47 countries taking part in it. European Area of High Education is the main framework to reform higher education and to develop international collaboration between students, postgraduates and teachers. We should take into consideration that taking Bologna principals and methods is willingly [4].

Many countries have been using the principals of Bologna process in spite they are on different stages of development. One of the important directions of Bologna process is the implementation of three continuous cycles of high education which lead to the opportunity to take three degrees: Bachelor's degree, Master's degree and Doctoral degree. The common model for bachelor's and master's programs has been developed and at the same time there is no one common model for the third degree and it's the right of the university to choose the standards. Bologna application to the diploma of high education is an important document which is attached to the diploma and it is directed to the international clarity.

Lisbon convention was adopted which provided the acceptance of qualifications in different countries based on defined standards. This convention was designed along with the council of Europe scientific and cultural organization and it was intended to be used in different regions of Europe and North America.

In conclusion it's necessary to provide quality training to the future specialists in order to be adapted to rapidly changing economic and sociocultural conditions. There was a transition from the previous orientation aimed to grammatical structures learning to the communicative orientation aimed at mastering the skills of speech indispensable for communication in a for language. The communicative approach shouldn't be considered as British or American phenomenon, but as international experiment aimed at modern needs of learners in different fields of education. The communicative approach has gained the most popularity in the USA. The concept of communicative competence and some important approaches were also developed there. So, it's important to adopt American interpretation of

communicative approach as well as foreign international experience to improve traditional technology of a foreign language education. The adaptation of the foreign experience based on the development of new technologies appears to be reasonable.

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Building English proficiency in academic and research-based writing through teaching translation to technical students

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Abstract

The article discusses the role and didactic potential of word-for-word translation in teaching English for Science and Technology to graduate and postgraduate students of technical universities. It demonstrates how a well-thought-out approach to editing word-for-word translation into and out of the target language helps the teacher efficiently integrate the training of students' translation skills with building their linguistic proficiency in writing English (second language) as well as Russian (first language) academic papers and research-based reports.

Key words: technical students, word-for-word translation, translation skills, translation transformations, foreign language proficiency, academic and research-based papers.

Currently, the problem of training research competence of technical students attracts special attention of the Russian educational community. The necessary and evident conditions for solving this problem are students' research activity and their ability to communicate ideas and research findings in the form of a clearly structured and logically constructed text, not only in the native (Russian), but also in a foreign language, especially English – the main tool of intercultural communication in the field of science and technologies.

However, the analysis of academic English (second language) writings (presentations for student scientific conferences, reports on scientific projects of Master degree students, annotations and abstracts to scientific papers of postgraduate students) reveals an extremely low-level of English proficiency of many writers.

A specific thing about writing academic English texts is that Russian students produce these texts initially in the native (Russian) language, and then translate them into a foreign (English) language. This is because in Russian educational environment, where the primary