

УДК 378.147

**V. S. Khromova, O. Yu. Plaksin**

**THE USE OF PRINCIPLES OF INFORMAL AND ACTIVE  
EDUCATION DURING STUDYING FOREIGN LANGUAGES BY  
THE STUDENTS OF TECHNICAL SPECIALITIES**

Rapid development of science and technologies, economic instability and the current pace of life require professionals with new ideas, capable of constructive professional activity that could develop and revive the society and the nation, to form human potential. Thanks to the process of international integration and transformation of European education system one of the important requirements for specialists of any field is the high level of foreign language communicative competence and professional usage of foreign languages.

Research on the problem of teaching foreign languages to students of higher educational establishments and shaping foreign language communicative competence is devoted to the work of many researchers (A. Andrienko, E. Bibikov, N. Kopylov, O. Kravchenko, P. Sklyarov, A. Nasihanova, G. Pendyuhova etc.). All of them agree that foreign language teaching in higher school should be subject to the general professional focus on training and aim at the formation of foreign language communicative competence as the ability to perform professional activities in a professional manner by means of a foreign language in terms of foreign environments. It is this problem the article is about.

The aim of the article is to investigate the problem of use the principles of informal and active education during studying foreign languages by the students of technical specialties: to identify ways of creating students' positive motivation, which is closely linked to the subjective educational attitude: to formulate priorities for foreign language teaching based on the principles of informal education and training activities: to offer a new approach to language learning.

The main purpose of learning a foreign language at present is the development of foreign language communicative competence of future professional that appears in front of a member of professional communication in a foreign language in scientific, industrial, research activity. The content of foreign language teaching in non-linguistic universities involves consolidating and further improvement of the basic educational level of proficiency in combination with depth profiling language training that is focused on the exploitation of knowledge in future careers. However, for the modern student it is not enough to gain knowledge and acquire skills through the efforts of teachers, he or she should be involved into the learning process, effectiveness of his foreign language learning strictly depends on his/her own cognitive activity.

So we approach to the concept of so-called informal learning tool. Informal education is deliberate, but voluntary learning, which takes place in a variety of areas and situations. Special peculiarity of such education is the non-obligatory form of teaching in its classical sense. Classes are rarely built by traditional standards, and are different from the principles of the higher school curriculum, that is why they should be implemented as additional foreign language courses.

As it is known, there are many methods of teaching and learning foreign languages. Closest to the informal means of education are the following:

- task-based learning. The essence of this method lies in the formulation of specific tasks to be solved by students using the target language. The teacher determines what language means should be used and actively practiced by the students. The peculiarity of this method is in contrast to the traditional one where the focus is the teacher. Here, on the contrary to the traditional method, freedom and initiative of students are encouraged.

- topic-driven learning. The key to this method is the free choice of the topic. The teacher offers (or students choose themselves) topics that are of interest for them. The teacher's task is to provide the vocabulary for the selected topic. This method is very simple: if a student selects topic by himself, the motivation to study it is higher.

- intercultural approach. Underlying this approach is the idea that language learning and intercultural education are parts of the comprehensive whole, it is impossible to study any language without knowing intercultural bases and vice versa. This approach involves the study of cross-cultural attitudes, principles, etc. [1, p. 10 – 15].

It is known that activation of teaching and learning activities in the formation of professional competence of future specialist is achieved by increasing the level of motivation (personal, educational, professional, etc.) which, in its turn, is only available in extreme close pace and direction of the development of the individual features and characteristics of each student. The concept of positive motivation of students is a closely related subject, i.e., active training position that is very important in training future professionals and aims at the following:

- shaping the environment where students are able to develop independence, freedom of choice and activity as well as creativity;

- orientation on supportive and friendly psychological environment that ensure partnership and collaboration between faculty teachers and students and with one another;

- introduction and involvement of new teaching forms, methods and means, using leading Western experience to prepare future professionals in any industry;

- orientation of teachers to the creative combination of traditional and innovative teaching methods as well as providing attention of the teacher to every single listener etc.

The method of active learning is a process and result of the action of the ones who are involved in active learning. The main conditions to intensify active forms and methods of training are the following: taking into account student's interests and his/her individual development, collaboration between a student and a teacher, using game elements in the classroom. Active learning methods enable students to acquire knowledge independently and to use it creatively in future personality formation.

Active learning, which is close to the concept of active educational attitude is a generalized term used for many educational models, focusing on the idea that the student is the one who responsible for the learning process. The main idea of active learning is the following: students actively involved in the studying process are the more likely to remember things, but students have to participate in this process not just physically, they should be cognitively active.

Shaping the culture of foreign language communication as an aspect of foreign language professional competence of professionals in higher education aims to develop core competencies in line with international student perceptions and requirements. The aim of the higher institution is to create interest in learning professional foreign language, prompting the need to fluency in language for efficient implementing any professional activity.

The priority areas of foreign language teaching for technical educational institution should be the following:

- development of actional communicative competence, which implies practical mastery of all kinds of language activities and communicative use of language in everyday general business and professional situations;
- clear professional and vocational orientation, which involves future professionals' skills, abilities and knowledge;
- awareness of intercultural differences and their understanding of other people's cultures;
- common organization of the educational process both by teachers and students.

To achieve the above mentioned goal we propose a new approach to learning a foreign language, namely the introduction of groups with in-depth study of the principles of informal education and active learning. These groups are characterized by solving practical problems from other disciplines during English classes.

Communicative and active orientation of foreign language teaching in professional communication means professional, methodological, strategic and socially-oriented aspects of learning, that are interdependent and interrelated to each other, as well as have practical application.

While selecting educational material teachers should be guided by the provisions of the person-centered approach, taking into consideration not only students' age characteristics and their knowledge of professional foreign languages, but also the relevance of the proposed materials, their thematic and conceptual content.

As a means of implementing the proposed approach we can call the use of active forms and methods to enhance the motivational component of education and shaping students' subjective educational attitude.

For freshmen it could be interesting to participate in problem classes, which topics are closely related to the ones of the humanitarian training. Problem classes that are the traditional example of shaping active educational attitude, allow each participant to present his/her own solutions of the problems touched during the lectures. Next step is when students raise questions to help clarify the possible problem solutions. When traditional classes are a one-way flow of information from the teacher to the audience, which does not guarantee a high degree of assimilation even if you want it, the latter problem class requires a significant amount of time for discussion and interaction during the sessions.

Examples of topics for discussion in English may be the following:

- “Microsoft transnational company and legal actions of EU Antimonopoly Committee”;
- “Scientology: a science or a super profit commercial project”;
- “How can Greenpeace make giant world corporations spend money for solving environmental problems?”;
- “Consumer needs as the main Nestlé guideline of product diversification”.

To form the skills of foreign professional communication, topics dedicated to the problem of a professional nature may be suggested to the students of the II and III years.

The use of game techniques for students of III and IV courses within the subject practical training in vocational-oriented courses aimed at active collective learning. The task of the game should be focused on using the principles of positive interaction and individual responsibility, the implementation of group interaction as an effective outcome for each individual participant can be obtained only after reaching an agreement with all players.

You may also offer a business game “Modeling your career” which plan is presented below.

Lesson 1 “Career Scheme”. Study the given *Model of a high rank specialist* and create your own Career Model.

Lesson 2. Studying A Skills and Qualities Set. Study the given *Skills and Qualities Set* for innovative specialist. Use it to compose your own one (List 1).

Lesson 3. Making A Skills and Qualities Set. Use your Skills and Qualities Set (List 1) and perform the following tasks.

- 1) Make a list of 7-10 possible professions (positions) for innovation specialist in the field of your future professional activity (List 2).
- 2) Make up the list of your own qualities and skills (List 3).
- 4) Using Lists 2 and 3 detect your ideal position in future.

The task of planning future careers is to identify key life and professional goals and positions, making lists of qualities and skills according

to the students own opinion. This is an invaluable experience that helps you objectively look at the students potential and to determine the direction of their future careers.

In addition, watching videos, movies, documentaries in English are very interesting and useful as well as the “round table” discussions, discussing the latest professional literature, writing compositions or essays in English.

To determine the effectiveness of the described approach to teaching a foreign language at the end of each semester students should be asked to fill out a questionnaire.

In addition the determination of the dynamics of foreign language competence can be based on the results of professional questioner that can also define an overall assessment of the group in the following areas: trust your partner, responsibility and reliability, willingness to be a team player, productive communication and effective collaboration.

Conclusions. The above-described current approaches to the teaching a foreign language and formation the foreign language communicative competence are qualitatively new and more effective. Among the results of their use we should name the following:

- relaxed atmosphere in classes helps students to gain the self-confidence, to show independence and activity, to achieve their potential, to believe in their own skills and their ability to raise the overall self-esteem;
- non-traditional approach to the classes organization increases the interest of the students and facilitates the assimilation of vocabulary vocational direction;
- the choice of various topics makes it possible to use knowledge from other disciplines and represent it in a foreign language classes.

Among the future directions of research we can be distinguished the study the interaction of teachers of different subjects for interdisciplinary connections in the process of professional foreign language education students of technical specialties.

### **References**

1. **Methodology** in Language Learning / Council of Europe and European Commission. – Strasbourg : Council of Europe Publishing, 2006. – 79 p.
2. **Хромова В. С.** Педагогічні умови підготовки майбутніх менеджерів до інноваційної професійної діяльності : дис. на здобуття наук. ступ. канд. пед. наук за спец. 13.00.04 / Хромова Вікторія Сергіївна. – Lugansk., 2012. – 341 p.

### **Хромова В. С., Плаксін О. Ю. Використання принципів неформальної освіти та активного навчання при вивченні іноземної мови студентами технічних спеціальностей**

У статті розкрито проблему використання принципів неформальної освіти та активного навчання при вивченні іноземної мови студентами технічних спеціальностей; описано існуючі методи вивчення та викладання іноземних мов, серед яких найбільш близькими

до неформального способу навчання є наступні: вивчення за завданнями, навчання за темами, міжкультурний підхід; визначено шляхи формування позитивної мотивації студента, яка тісно пов'язана із суб'єктною позицією у навчанні і має на меті створення доброзичливого психологічного оточення та середовища, що сприятиме активності, ініціативності, самостійності та творчості студентів. Головною ідеєю активного навчання у статті визначено когнітивно активну участь студентів у навчанні та їх власну відповідальність за навчальний процес і його результати. Серед пріоритетних напрямків навчання іноземній мові для технічного навчального закладу з урахуванням принципів неформальної освіти та активного навчання названо наступні: розвиток комунікативної компетентності студентів, професійна й фахова спрямованість, спільна організація навчального процесу викладачами і студентами та ін. У результаті дослідження запропоновано якісно новий підхід до вивчення іноземної мови, що полягає у впровадженні груп з поглибленим вивченням іноземної мови, характерною ознакою яких є використання на заняттях з англійської мови практичних завдань із інших, у тому числі професійно-орієнтованих, дисциплін.

*Ключові слова:* неформально освіта, суб'єктна навчальна позиція, активне навчання, позитивна мотивація.

**Хромова В. С., Плаксин А. Ю. Использование принципов неформального образования и активного обучения при изучении иностранного языка студентами технических специальностей**

В данной статье раскрыта проблема использования принципов неформального образования и активного обучения при изучении иностранного языка студентами технических специальностей; описано уже существующие методы изучения и преподавания иностранных языков, среди которых наиболее близкими до неформального способа обучения являются следующие: обучение по заданиям, обучение по темам, межкультурный подход; определены пути формирования позитивной мотивации студента, которая тесно связана с субъектной позицией в обучении и направлена на создание благоприятной психологической атмосферы, содействующей активности, инициативности, самостоятельности и творчеству студентов. Главной идеей активного обучения в статье определено когнитивно активное участие студентов в обучении, их личная ответственность за процесс обучения и его результаты. Среди приоритетных направлений обучения иностранному языку с учётом принципов неформального образования и активного обучения названы следующие: развитие коммуникативной компетентности студентов, профессиональная и специализированная подготовка, совместная организация процесса обучения преподавателями и студентами и пр. В результате исследования предложен качественно новый подход к изучению иностранного языка, который предполагает

создание групп с углубленным изучением иностранного языка, характерной чертой которых является использование на занятиях английского языка практических заданий по другим предметам.

*Ключевые слова:* неформальное образование, субъектная учебная позиция, активное обучение, позитивная мотивация.

**Khromova V. S., Plaksin O. Yu. The use of principles of informal and active education during studying foreign languages by the students of technical specialities**

The article deals with the problem of the implementation of informal and active education while learning foreign language by the students of technical specialities; existing methods of teaching foreign languages are described. It is indicated, that among methods mentioned the closest to the informal learning are the following: task-based learning, topic-driven approach and intercultural approach. The ways of shaping positive students motivation that closely connected to the subjective educational attitude are determined as the ones aimed to shape friendly psychological environment favourable to students' activity, independence, self-expression and creativity. The main idea of the active learning is determined as cognitively active participation and collaboration of student with tutors and with each other, their responsibility of the learning process as well as results of this process. Among the qualitatively new and principal vectors in teaching foreign languages with the glance to the principles of informal education and active studying and teaching the following are formulated: developing students' communicative competence, professional and vocational training orientation, cooperation of tutors and students in learning process organization etc. As the result of research an absolutely new approach to the foreign language teaching is suggested. According to this method it is suggested to form special groups with advanced English learning classes which are characterized by the usage of English variants of practical tasks from other disciplines including professionally oriented ones.

*Key words:* informal learning, subjective educational attitude, active learning, positive motivation.

Стаття надійшла до редакції 17.01.2014 р.

Прийнято до друку 28.03.2014 р.

Рецензент – к. філол. н., доц. Сулейманова Н. В.