

**РАЗДЕЛ 3. АКТУАЛЬНЫЕ ПРОБЛЕМЫ ИЗУЧЕНИЯ
ИНОСТРАННЫХ ЯЗЫКОВ В ПРОФЕССИОНАЛЬНЫХ ЦЕЛЯХ:
ВЗГЛЯД МОЛОДЫХ ИССЛЕДОВАТЕЛЕЙ**

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**ДИАГНОСТИКА ГОТОВНОСТИ СТУДЕНТОВ – БУДУЩИХ
УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА К САМООБРАЗОВАНИЮ**

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Аннотация. Цель исследования – оценить готовность студентов-будущих учителей иностранного языка к реализации процесса самообразования с помощью диагностики, выполненной посредством опроса. В статье представлен анализ диагностики готовности студентов – будущих учителей английского языка к самообразованию, основанный на эмпирических данных проведенных среди студентов опросов. Рассматриваются их умения в области самообразования, а также необходимость и возможности реализации данного процесса. Научная новизна заключается в том, что полученные результаты будут способствовать содержательному наполнению разрабатываемой теоретической модели лингводидактической стратегии самообразования студентов, осуществляемую посредством авторского электронного курса, необходимость которой обосновывается в статье. В результате были получены данные, позволяющие приступить к разработке авторского электронного курса, который послужит средством реализации лингводидактической стратегии самообразования будущих учителей английского языка, и учесть сферы интересов отобранной группы студентов для последующего наполнения материалом авторского электронного курса.

Ключевые слова: английский язык, самообразование, анкетирование, будущий учитель.

**DIAGNOSIS OF WILLINGNESS FOR SELF-EDUCATION
OF FUTURE ENGLISH TEACHERS**

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Abstract. Using a survey as a means of diagnostics, the aim of the research is to assess the willingness for self-education among future English teachers (students). The paper presents the results, obtained after the diagnostics of the willingness for self-education. The analysis is based on the empirical data collected by means of the survey. Students' autonomy and self-education skills are considered, as well as the necessity and possible realisation of self-education. Scientific novelty is defined by the fact that the obtained data will help to define the content for a theoretical

model (e-course), presented as a means to realize a linguodidactic strategy of future English teachers' self-education. As a result, the data makes it possible to choose useful and valid content when making the e-course.

Keywords: teaching methodology, English; linguodidactic strategy, self-education, strategy, professional training, questionnaire.

Introduction

The worldwide tendency to the constant intellectual and cultural development concerns every person, especially English teachers. Their extracurricular independent work, self-education is traditionally a priority aspect both in the process of higher education and in the subsequent professional activity. It must be mentioned that imperfect university training programmes for future English teachers encourage young specialists to think more about the importance of self-education, both personal and professional.

What the university gives is not enough: the lack of methodology in teaching English for Special Purposes (ESP), there is an acute problem in the inability to possess the necessary stock of specialised vocabulary for ESP. When working with technical texts and terminological dictionaries a young English teacher also experiences significant difficulties. The misunderstanding of the peculiarities to teach English to STEM students is huge. English for STEM students itself is a discipline, which requires the ability to rely on unadulterated information from different sources implies not only to read foreign literature on the speciality, but also active interaction with international professional associations, which is currently carried out in English language from STEM students [8].

As a result, a future English teacher faces the necessity to build a strategy to fill in the gaps, how to properly teach and to learn by heart the proficient ESP vocabulary [7]. There is a need to develop the ability of future English teachers to learn continuously, to use the opportunities of non-formal and informal education independently. This is especially important for those students who, after graduation, plan to work with the field of English for Special Purposes, both in school education and other institutions.

After we studied the trends in self-education among the students, foreign and domestic, the necessity of making an e-course for future English teachers seemed to be the most effective and comprehensive way to cover all the aspects in the field of self-educating and self-developing.

Methods and materials

To start making a theoretical model, we divided our work in several stages:

1. To analyse already existing strategies and their means in a field of self-education among students. We orient to the latest trends in the field of continuous education of future teachers of English [1; 2; 3; 4; 5; 6]:

- accessibility;
- free use;
- feedback;

- visualisation; Base with current resources for self-study;
- autonomy;
- part of self-reflection.

2. To conduct among the chosen group of students a survey, analyse the data and get results.

In this paper, the results of the second stage are presented. We selected a few groups of third and fourth-year students from Moscow City University. Chosen students participate in further stages of the experiment when the e-course is approved. The majority of students know what they would like to do or will do after graduation and realise the choice of their profession. Thus, a total of 60 people were interviewed, 31% of whom were 4th year students and 69% were 3rd year students.

The survey was organised in stages:

- establishment – selection of the target audience of the survey, contact with students;
- preparatory – drafting the the questionnaire and its online format;
- practical – organisation of the online survey.
- final – summarising and analysing the results.

Results

At the preparatory stage, a diagnostic questionnaire was compiled to organise a survey based on it among the selected target audience.

The practical stage consisted in distributing the text of the survey (Google forms [link URL:https://docs.google.com/forms/d/1Aj1wFRLzBaAwkejw1YpNBA5AltCjJrXwCrOp-UsWERc/edit](https://docs.google.com/forms/d/1Aj1wFRLzBaAwkejw1YpNBA5AltCjJrXwCrOp-UsWERc/edit)) and conducting it.

When summarising the results at the end of the respective phase, we collect the following conclusions:

1. Students' opinions about future employment are almost equally divided, which is shown in Figure 1. The results of the survey (question 2) show that the majority of students intend to engage in private tutoring, almost a quarter of students are determined to make a career in secondary vocational education institutions, the same number of students want to work at school.

2. When analysing the questions (3-6) related to self-education, 61% of respondents do not intend to engage in it, 39% expressed confidence that they will self-educate and develop personally and professionally after graduation from higher education institution. When assessing the skills of independent work on a five-point scale, the majority (31.3%) evaluated them as “satisfactory”, 26% – “unsatisfactory”, 19% – “good”, 16% – excellent and 6% – “extremely unsatisfactory”. The answer of 90% of students to the question “Do you think that university training of future teachers should be conducted through the formation of self-training/self-education skills?” was “definitely yes” (Fig. 2).



Fig. 1. Where do you plan to work after graduation?

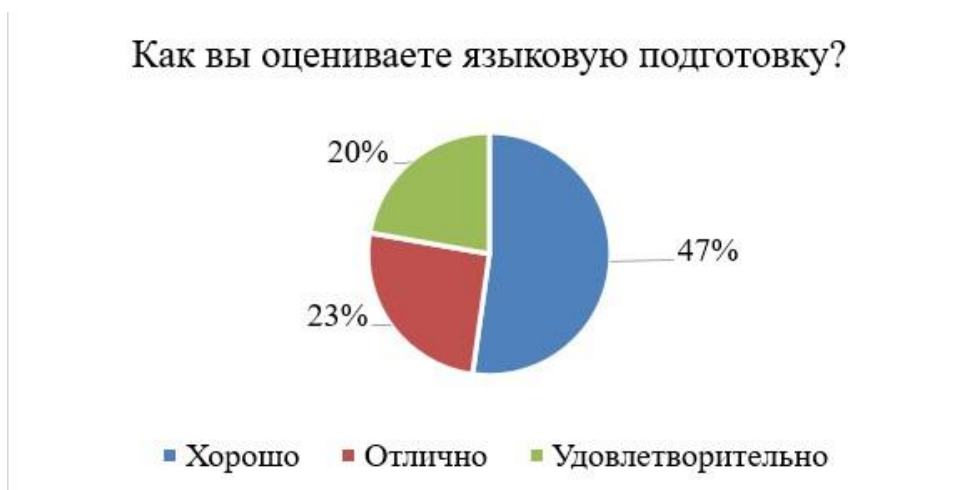


Fig. 2. Do you think that university training of future teachers should involve the formation of self-education skills?

3. The next block of questions (7–9) was about the professional development. The results of the show that 58% of the respondents see gaps in professional training, 42% are concerned about its methodological component, and only less than 1% of respondents are satisfied with everything. At the same time, 57 per cent consider language training insufficient and 43 per cent are satisfied with its level. The evaluation of language training on a five-point scale showed that 47% rated their training as “good”, 23% – as “excellent”, 20% – as “satisfactory” (question 10 of the questionnaire) (Fig. 3).

4. Several questions (11–14) were devoted to ESP. The results of the questionnaire show that 85 per cent of the students have an idea of what English for Special Purposes is. However, to the question “Are you ready to teach English for Special Purposes at this stage?” – 75% of the students answered negatively. At the same time, to the question “Do you think it is necessary to master the skills of using English in certain areas in the process of teaching?” the majority of students (77%)

answered positively. Having expressed their readiness to master the named skills, students had to choose (or name their own option) from the English for Specific Purposes directions offered to them. It was possible to choose several options simultaneously (Fig. 4). The analysis of the results of answers to this section of the questionnaire shows that students choose those areas of English for Specific Purposes that are used in the spheres most in demand on the labour market: technical and IT spheres, which is quite consistent with the trends of digitalisation. This allows us to make a more precise selection of language material and outline strategies for its implementation within the e-course.

Считаете ли Вы, что вузовская подготовка будущих учителей должна предполагать формирование навыков самообразования?



Fig. 3. How do you rate the language training?

В какой сфере 'Английского для специальных целей?' вам хотелось бы восполнить недостаток знаний?



Fig. 4. In which area of English for Specific Purposes would you like to make up for your lack of knowledge?

It is particularly worth mentioning (15) that the majority of students who will become future English teachers find it useful to include English for Specific Purposes in the undergraduate curriculum (80%).

The analysis of the obtained data allows us to conclude the following:

1. The most demanded trend in the field of future professional activity among respondents turned out to be tutoring; the second most popular answer was the option “teacher of English in secondary educational institutions”.

2. The majority of students believe that they do not possess sufficient self-education skills. A significant part of the respondents stated that they do not consider themselves ready for its implementation.

3. Despite having some idea of “English for Special Purposes” is, most of the students do not possess sufficient methodological and linguistic skills in this field.

4. The respondents are aware of the current realities of the digital world that dictate the demand for technical professions, which led them to choose English for Technical Purposes and English for Information Technology as attractive areas for their future professional development.

5. Future teachers of English considered it appropriate to introduce English for Specific Purposes course in the undergraduate programme. Most of them agreed that the course we proposed and the knowledge gained would be useful to them in their future professional activities.

Conclusion

The results of the survey help us to make an e-course as a mean of presenting a linguodidactic strategy for future English teachers’ self-education. The course includes the most effective, relevant and reliable content. It is convenient and user-friendly and provides feedback. As for its structure, an e-course consists of a number of modules. The content of each module is aimed at the formation of a certain skill and competence in the sphere of self-education.

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РЕАЛИЗАЦИЯ МЕЖКУЛЬТУРНОГО ПОДХОДА КАК СИСТЕМА ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ НА УРОВНЕ ОСНОВНОГО ОБРАЗОВАНИЯ

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Аннотация. В статье рассматриваются цели обучения английскому языку в контексте реализации межкультурного подхода, а также определяются образовательные возможности межкультурного подхода на уроках английского языка в основной школе. Обобщён педагогический опыт и представлены технологии, приёмы и методы в сфере реализации межкультурного подхода, что помогло нам представить системную модель реализации межкультурного подхода в обучении иностранному языку на уровне основной школы.

Ключевые слова: межкультурный подход, межкультурная коммуникативная компетенция, система, модель.

IMPLEMENTATION OF THE INTERCULTURAL APPROACH AS A SYSTEM OF TEACHING A FOREIGN LANGUAGE AT THE LEVEL OF SECONDARY EDUCATION

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Abstract. This paper examines learning objectives of teaching English in the context of the implementation of an intercultural approach, and it also defines the educational opportunities of the intercultural approach in English lessons in secondary school. The paper considers different views of pedagogical society on the topic of implementation the intercultural approach into teaching foreign languages. The paper summarises technologies, techniques and methods in the field of implementation of intercultural foreign language education, which helps to present a model for the realization that approach at the secondary school level.