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Institute of Linguistics

I Международная научная конференция – форум

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ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ»

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"TOPICAL ISSUES OF CONTEMPORARY PROFESSIONAL

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В сборнике представлены материалы конференции, в которых рассматриваются актуальные проблемы различных аспектов профессионального образования.

Издание предназначено для научных и педагогических работников образовательных учреждений, аспирантов, магистрантов и всех, интересующихся вопросами профессионального образования.

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Message of the Rector

of the Russian State Vocational Pedagogical University

to the International Scientific Conference

"Topical Issues of Contemporary Professional Education"

On behalf of the university administration I congratulate all the participants of the conference and the organizing committee on the opening of the 2014 International Scientific Conference "Topical Issues of Contemporary Professional Education".

It's a significant event in the scientific life of our university that will unite scholars and professionals from different countries in all fields of learning by the common cause of advancing further progress in the sphere of higher learning.

It is the first time that we invite representatives of different institutions of Russia and other countries to discuss issues of priority in English that is now acknowledged as a global means of communication.

This will give us all a chance to assess our achievements on an international scale and put forward new challenges and ideas defining new trends of academic and professional development.

I wish the participants a highly successful and productive conference and hope that this scientific event will be held on a regular basis to our mutual benefit.

Evgeny M. Dorozhkin
Rector of the Russian State Vocational Pedagogical University

A Message of Greetings

From Professor T.A.Znamenskaya, Director of the Institute of Linguistics, RSVPU, Russia

To the participants of the conference

It is a great pleasure for me to welcome our estimated participants of this international conference focused on language and professional education in the XXI century.

Not only does this forum address the issues of professional development and all-round education but it gives us a chance to respond to the most urgent challenges of humanitarian knowledge that have no national boundaries.

At the present juncture of global development there is no other alternative for national communities than to find common ground for communication and mutual understanding. It's a well-known fact that today there are more people who speak two or more foreign languages than those who speak only their native language.

This makes the problem of foreign language education one of highest priority for our system of education. We hope that sharing knowledge and expertise within the framework of this conference will encourage cooperation and enhance the quality of our academic achievements.

We hope that this sort of communication will also meet the needs of specialists in various professional fields, enrich them with new ideas and open new vistas in their activity as well as help to establish new professional links.

Many of these and other questions of language acquisition, professional growth and multilinked international communication will be discussed and promoted during the conference. I hope that your expectations will be met and this forum will give new impetus to our further cooperation.

In conclusion I would like to wish you all success and satisfaction in your work!

Professor T.A.Znamenskaya

PHILOSOPHY OF HUMANITARIAN EDUCATION

Susanne Sklar

Lighting Fires. A Pedagogy of Inspiration

"Education is not about the filling of a pail, but the lighting of a fire."

When I first heard this quotation more than twenty years ago, it inspired me, for I believe education is a creative art infused with a muse of fire, not the business of filling empty minds with dollops of standardized information. The quote inspired me even more when later I saw, on a poster, that this insight comes from William Butler Yeats, an Anglo-Irish poet I particularly love. Cards, t-shirts, and thousands of internet entries display these wise words.   In writing this paper I needed to find where Yeats wrote about the pail and the fire. I knew it wasn't in a poem; it might be in one of his letters.

While searching, I discovered that the provost of Washington and Lee University, Robert Strong, had also been inspired by the quotation, and like me, he wanted to know the exact source from which the words had come.[1] Like me, he couldn't find it, though he did discover that it might be a rewording of a passage from Plutarch: "The mind is not a vessel to be filled but wood that needs igniting . ."[2] Has the quotation been misattributed?

Asking that question, of course, is part of what it means to light an intellectual fire. When questioning a source a person is not behaving like a passive pail, blandly accepting information. Though posters and internet entries give William Butler Yeats credit where credit may not be due, a mind alight can de-

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[1] Robert Strong. "Advice on Lighting Fires," 9/13/12, provost at Washington and Lee University, accessed at:

http://www.huffingtonpost.com/robert-strong/advice-on-lighting-fires

[2] Strong does not give the Plutarch source; it comes from *On Listening to Lectures* Plutarch's *Moralia* 48C (Variously called *De auditione Philosophorum* or *De Auditu* or *De Recta Audiendi Ratione*).

light in questioning what the majority assumes, exploring the source and the nature of information. Teaching students to think in questions and to enjoy the pursuit of truth can bring light and warmth, not just to an individual or a classroom, but to the larger world.

"The Man who never Alters his Opinions is like Standing Water and breeds Reptiles of the Mind," William Blake wrote in his *Marriage of Heaven and Hell* (c. 1791). In that illuminated book Blake speaks of how false surfaces must be burnt away (by the mind) so that what is essential, life-giving, and energizing can shine. Being educated involves grappling with the question of what is essential, and what should be discarded.   Unfortunately wars can be fought when people disagree about such fundamentals, but inspired education can, as the American poet Robert Frost observed, give a person "the ability to listen to almost anything without losing your temper or your self confidence."[3] Inspired education can engender both strength and flexibility, involving the heart, the mind, and the imagination.[4]

Parker J. Palmer, a sociologist in Madison, Wisconsin, writes and lectures to inspire the hearts, minds, and imaginations of teachers – as well as students. His bestselling book, *Courage to Teach*, addresses the difficulties and joys of teaching from the heart, with integrity, imagination, and love. He challenges stultifying systems that care "more about weights and measures than meaning"[5]; the contents of a passive pail can be measured easily, but the beauty of an intellectual fire is hard to standardize. At the age of 75 Palmer directs The Center for Courage and Renewal, offering Courage to Teach retreats throughout America

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[3] Robert Frost(1874-1963), *American poet, Reader's Digest, Apr 60.*

[4] Hundreds, perhaps thousands, of educators write about educating "the whole student," or "the whole child."

[5] Parker J Palmer (1998) *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (San Francisco: John Wiley and Sons), p.xiii

that use poetry and storytelling to ignite what he calls "the heart of a teacher." In these workshops, educators listen imaginatively to one another, considering how to draw upon their inner lives and deepest convictions, to create more trusting relationships in their schools and communities, and with students and colleagues. Fostering trust requires courage, as does making a classroom a creative space in which the exploration of meaning is more important than standardized test results. With Palmer I agree that the exploration of meaning involves learning to see through a different lens, to imagine (if only momentarily) a perspective that is not your own.

In every discipline the fascinating difficulty of seeing in different ways can be cultivated. Good scientists continually question basic assumptions, and their own theories. Historians grapple with the way history is written and perceived; artists argue about and (sometimes) respect varying standards of taste; philosophers must take into account many assumptions about the nature of knowledge, truth, and being; and the study of literature invites readers to get behind of the eyes of a variety of characters, entering their world imaginatively, and (momentarily) accepting their values -- as a good actor might do.

Too often literature is taught through a series of lectures; the professor holds forth, filling the minds of passive students with information and (hopefully) some insights. Great universities offer thousands of lectures a week, but that, of course, is not the only approach to teaching. I was fortunate to be able to study literature in a small department at Northwestern University (near Chicago) in which literature is studied not only through critical theory and close textual reading, but also through the medium of performance. My great professor there, Wallace Bacon required students to use emotional, imaginative, and analytical intelligence when exploring great books. In his students, Wallace Bacon ignited creative, as well as analytical, fires.

In his year-long course, 'The Interpretation of Shakespeare', we read, performed from, and analyzed every single play William Shakespeare wrote. Each assignment involved writing a paraphrase; we "translated" Shakespeare's

great language into modern speech, while noting the etymology and/or originality of key words and phrases. This accompanied a short essay about the scene we'd chosen which informed the five minute performance we'd present to the class. In that performance one student gave voice to many characters. We did not act on a stage; at a lectern we recited (or read aloud), giving life to the words we'd studied, understanding them more fully as we imagined (and even felt) Juliet's love, Lady Macbeth's insistence, Othello's crazy jealousy, Cleopatra's passion and fury. Shakespeare's genius became more palpable when giving voice to his words, and differences in creative interpretation sparked lively debates.

Great books, like human beings, are filled with life and ambiguity; they do not have one "correct" meaning, one standard interpretation, one scale of values.

Instead of lecturing, Professor Bacon often opened a class with a question to which there was no one correct answer. "What's Hamlet's problem?" he wondered, inspiring me to think of Hamlet as a real person, a young man who'd spent his entire adult life at the university, as unused to military action or court intrigue as you or I might be. Professor Bacon listened respectfully to each one of us, and required that we do so with one another. Though he never spoke to us about epistemology or educational theory, we learned from him that active listening is at the heart of learning. Listening carefully can spark good questions, enlightening both students and teachers.

I was doubly fortunate to teach for six years in a college where active listening is at the heart of its pedagogy. At Shimer College (now in Chicago) no one can be a passive pail. There are no lectures, and no standardized tests. There are never more than twelve in a class; students and teachers sit together at a round table, exploring the great books of the (mostly western) world.

At Shimer, the professor is a facilitator, a guide on the side, not a sage on the stage - encouraging each student to contribute to the intellectual light being kindled in every class. Each student is expected to question and comment upon the text, to respond to one other's insights, actively taking part in every discus-

sion.   Very rarely do students come to class not having read their Plato or Einstein, their Homer or Dostoyevsky, for when one of their peers asks what they think about Plato's allegory or Dostoyevsky's Russian Monk they look very stupid indeed if they mumble: "I don't know," or "I haven't done my reading." Students know their insights matter; they have something to offer to their peers, and to the life of the text being discussed. Some students are more exuberant than others, some would rather talk than listen; others may be a bit shy. The professor/facilitator must make sure that each student has a chance to shine, that each can feel confident, each can have the courage to ask what they think might be a stupid question. What are feared to be stupid questions are often the most provocative ones.

One of the great joys of teaching at Shimer (or anywhere) is the process of learning with and from students. The burning fires of shared thought can enlighten everyone in the room. My recent book about William Blake's prophetic poetry contains footnotes, not only from distinguished academics, but also from students with whom I explored the text – both creatively and critically. The honest questions and creative work of enthusiastic students can be as valuable as a well-written scholarly article.

Because of my background in literature and performance when I teach any subject (literature, art history, religion) I ask that my students approach each text creatively as well as critically. When students adapt stories from the religions of the world for performance, make collages concerning an abstract idea like 'coinherence', compose music, create dances or costumes and jewelry, their projects are not ends in themselves; they are a means by which a student can enter into the world of a text, enhancing the confidence and care with which they make critical observations.

Imagination and analysis complement one another. Both halves of the brain are needed if the fires of thought are to burn brightly. It's long been known that (among students of all ages) practicing visual arts and drama enhances read-

ing skills, and practicing music enhances analytical and mathematical ability.[6] More recent studies by neuroscientists show that imaginative (and particularly, artistic) experiences enhance cognitive development. Because our brains prioritize those things which inspire us, learning through the arts strengthens long term memory.[7] Information without inspiration is unmemorable.

Unimaginative approaches to teaching (focusing upon achieving standardized results) are counterproductive, repelling students and atrophying minds, as indicated by the ever-increasing dropout rate and plummeting test scores across America. Since 2001 programs for arts in American education have been dying the death of a thousand cuts, and since 2001 the high school dropout rate has increased to 25 – 30% nationwide. Over 2 million young people attend impoverished schools in which the dropout rate is at least 50%.[8] Yet when students in the poorest schools are given access to arts education (and imaginative approaches to learning) dozens of studies show that test scores rise and dropout rates decrease – dramatically.[9] According to a study conducted in 2009, when low-income students (many from problematic and deprived family situations) have access to arts education and participate in creative learning they do as well as average students from the highest-income families and school districts.[10] A student's access to culture, creativity, and inspired education, can be as important to academic success as his or her socio-economic background.

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[6] See President's Committee on Arts and Humanities (PCAH) *Reinvesting in Arts Education: Winning America's Future Through Creative Schools (*2014), p. 2

[7] See Rudacliffe, D. (2010, September 1). "This is your brain on art." *Urbanite: Baltimore Magazine.* Retrieved from http://www.urbanitebaltimore.com/baltimore/this-is-your-brain-on-art/Content?oid=1296770

[8] PCAH, p. 28, citing Balfanz, R., Bridgeland, J.M., Moore, L.A., & Fox, J. H. (2010). Building a grad nation: Progress and challenge in ending the high school dropout epidemic. Washington, DC: America's Promise Alliance.

[9] Seven correlative studies that show the pattern of linkage between high levels of arts participation and higher grades and test scores in math and reading. (PCAH, p.16 citing Fiske, E.B. (Ed.), (1999), Champions of change: the impact of the arts on learning. Washington, DC: The Arts Education Partnership and the President's Committee on Arts and Humanities. Retrieved from http://www.aep-arts.org/files/publications/ChampsReport.pdf) For a description of additional case studies in Chicago, Oklahoma, Texas, and Alabama see PCAH, pp. 20-22.

[10] PCAH, p. 16 – citing Catterall, J.S. (2009). "Doing well and doing good by doing art: The effects of education in the visual and performing arts on the achievements and values of young adults" retrieved from http://tiny.cc/Oprbg

Prosperous Americans want creative education for their children. Well-funded and high performing school districts have classes in dance, music, studio art, and drama – with designated teachers for each subject; some schools invite professional painters, photographers, or performers to be artists-in-residence for a week, a month, or a term. Many impoverished schools cannot do that, but most teachers in every school can be encouraged to teach with creativity, to develop and use their own artistic gifts or interests. You need not be a professional musician or painter to fill a lesson with songs and visual art. The President's Council on Arts and Humanities in America suggests that teacher training programs include input and guidance from artists; all teachers can be encouraged to be as inspiring as they are informative.

Artistically inspired training programs tend to create inspired professionals – in all walks of life. Business schools are starting to include creative subjects in their curricula (such as visual design or acting skills), for good business people (especially entrepreneurs) must have imaginative intelligence. "Look at the inventors of the iPhone and the developers of Google," Arne Duncan, the U.S. Secretary of Education writes, "they are innovative as well as intelligent. Creative experiences are part of the daily work life of engineers, business managers, and hundreds of other professionals . . . "[11]

Creative experiences enhance more than academic performance or success in business: they enhance the capacity for empathy. Students and teachers can be in empathic *intersubjective* relationships with their work, increasing their capacity for social tolerance, and their self-esteem.[12] When a teacher is in what the philosopher Martin Buber would call an I-Thou relation with his or her subject, a classroom can be like an enchanted place.

Martin Buber suggests that human existence is relational (or dialogical).[13]

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[11] PCAH, p.2.
[12] For more about creative teaching, empathy, and social tolerance see PCAH, p. 16.
[13] His book, *Ich und Du*, was published in 1923, and translated into English in 1937.

He writes about different kinds of relationships: the I-it, and I-Thou. If you are in an I-It relationship you see other people (and students) as objects, like passive pails, easily measured, conforming to standards, useful and controllable. But in an I-Thou relationship you see the other as a luminous and independent presence, worthy of your attention and respect. Social or cultural differences are neither disagreeable nor threatening to you; they are a source of wonder. In an I-Thou relationship you can see the divine in the human.

Professor Bacon stressed the importance of a professor being in an I-Thou relationship, not primarily with students, but with the subject, with the text at hand. "Literature has presence," Wallace Bacon writes, and readers can seek to be in "full communion with a work of art as John Donne sought to be with God in prayer."[14] Bacon often suggested "that there is a love relationship between the reader and the text ."[15] When a teacher is filled with love for his her or her subject – be that Shakespeare, linguistics, geology, neuroscience, economics, or botany – that subject becomes interesting to most students.

Inspired teaching, filled with the fiery rigor of intellectual love, can turn the bleakest environment into a place of transformation: both for individuals and societies beyond the classroom. "Education," said Nelson Mandela, "is the most powerful weapon which you can use to change the world."[16] He knew how to hone and use that weapon when he was imprisoned for twenty seven years for his political activism. Though sentenced to life imprisonment on Robben Island (just off the coast of Cape Town) he turned the lime quarry in which he and oth-

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[14] Wallace Bacon, 1979. *The Art of Interpretation.* NY: Holt, Rhinehart, and Winston, p. 36

[15] Wallace Bacon, 1974. *Oral Interpretation and the Teaching of Literature in Secondary Schools.* Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, p. 52.

[16] from a speech delivered by Mandela at the launch of Mindset Network on July 16, 2003 at the University of the Witwatersrand, Johannesburg, South Africa.

ers were forced to work into a university. Among his supporters hellacious Robben Island came to be known as 'the university.'

While travelling by train from Wisconsin to Chicago ten years ago I had the amazing luck to sit next to Eddie Daniels, a graduate of Mandela's university. When Eddie Daniels was sent to Robben Island for political subversion in 1964 (at the age of 36) he had less than a high school education. Eddie Daniels' "university" education in the lime quarry began with "Invictus," the English poem Mandela recited with great regularity. It ends with these words:

It matters not how strait the gate,
How charged with punishments the scroll.
I am the master of my fate:
I am the captain of my soul.

As Eddie recited that poem on the Amtrak train, nearly every person in the car strained to listen to what he had to say. Eddie spoke of how he learned poetry, philosophy, economics, and history from the 'professors' (fellow prisoners) in the lime quarry. Some prisoners were allowed to take correspondence courses, but they all had little time for study. So Mr. Mandela inspired each to teach what he was learning: every prisoner was a professor; every prisoner was a student. In groups of five or six they'd break rocks and hear talks prepared by their peers. Like students at Shimer College they discussed the subjects at hand, and questioned one another. They had to think in questions; there was no other option.[17]

When Eddie Daniels left Robben Island he'd completed two bachelor's degrees: one in sociology and economics, and another in business and industrial psychology. Prisoners studied a wide range of subjects, discussing many great books, and when Nelson Mandela was asked which book was most important to him during his sojourn at "the University" he replied immediately: "Shake-

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[17] For more about the 'University' see Nelson Mandela, 1995, *Long Walk to Freedom,* (London: Abacus) vol. 2, pp.175-92, 199-202. Also see Eddie Daniels, 2002, *There and Back,* 156-160.

speare." "All the truth of life is in Shakespeare," Eddie told me. While breaking rocks, he and his fellow prisoners sometimes recited speeches from Shakespeare's plays.

They staged plays, too, without sets or costumes, just the words of the text. When Eddie told me about their production of *Antigone* (by Sophocles) I assumed that Nelson Mandela had been cast as the heroine, who is sentenced to death because she buries her brother in defiance of her Uncle Creon's unjust decree that he be given no funeral because of the civil war he'd incited (in Antigone's world, her brother's soul would have no rest without a proper burial). But Mandela played King Creon, the inflexible tyrant. "He played it well," Eddie Daniels recalled.

"Is that why he could negotiate so well?" I wondered. "Is that how he knew how to approach DeKlerk? He'd been that character!"

"You might be right about that," Eddie Daniels said.

In playing Creon, Nelson Mandela had to take on the worldview of an oppressor. To play that part with integrity Mandela would know that the character craves security; tyrannical Creon thinks he's doing what is right and good. South Africa's prime minister DeKlerk (seeking, in his way, what was right and good) commented upon how sympathetic and understanding Mandela seemed to be when conducting negotiations. Did getting behind the eyes of Creon's character promote that understanding? Did it help create a sense for the necessity of forgiveness, which is integral to the healing of any ruptured relationship or society?

Creativity can enlighten, not just the mind, but human hearts and souls. Inspired teaching can burn away old assumptions, kindling the ability to regard problems, texts, and people from a variety of perspectives - which can heal personal and political wounds. People from different cultures and from all walks of life can listen respectfully to one another, and learn from one another. Inspired teaching is at the heart of the pursuit of wisdom, and without wisdom, life on this earth will not flourish.

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8. PCAH, p. 16 – citing Catterall, J.S. (2009). "Doing well and doing good by doing art: The effects of education in the visual and performing arts on the achievements and values of young adults" retrieved from http://tiny.cc/Oprbg

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11. A speech delivered by Mandela at the launch of Mindset Network on July 16, 2003 at the University of the Witwatersrand, Johannesburg, South Africa.

УДК 372.08

Побочные эффекты билингвизма

Collateral Effects of Bilingualism

Т.А.Знаменская

T.A.Znamenskaya

Аннотация   В статье рассматриваются проблемы билингвизма и его влияние на языковую личность. Дается описание видов билингвизма, различных факторов, влияющих на формирование билингвальной компетенции носителя двух языков. Отмечается как положительное, так и отрицательное воздействие иностранного языка на родной и наоборот в зависимости от возрастных и социокультурных условий взаимодействия двух языков в индивидуальном опыте билингва. Анализируются языковые различия на уровнях фонетики, лексики, грамматики и национальной коммуникативной стилистики английского и русского языков, учет которых позволяет достичь высокой аутентичности языковой деятельности билингвов. Особое внимание уделяется национально-окрашенным коммуникативным стратегиям в английском и русском диалоге.

Ключевые слова   билингвизм; языковая компетенция; интерференция; языковая самоидентификация; языковая личность; языковая аутентичность; коммуникативные стратегии; национальная коммуникативная стилистика

Summary   The article treats of the problem of bilingualism and its effect on the linguistic personality of the speaker. Various types of bilingualism are described in connection with the factors of influence that determine the formation of bilingual competence and performance. Both positive and negative types of influence dependent on the age and sociocultural conditions in the interaction of the native and foreign languages are considered. Isomorphic phenomena are analyzed on the levels of phonetics, vocabulary, grammar and national communicative stylistics. It is maintained that an adequate degree of authentic language performance can only be achieved on the basis of recognition and profound study of these differences in the process of foreign language learning and teaching. Special attention is given to the dialogue features determined by the nationally accepted communicative strategies.

Key words bilingualism; language competence; language interference; linguistic self-identification; linguistic authenticity; communicative strategies, national communicative style

The French linguist A. Boileau introduced the division of bilingualism into two types – *natural (or subconscious)* and *artificial (or conscious).* The natural (subconscious) type appears in the process of natural language contacts of native speakers of different languages when the speaker simultaneously disposes of two signifiers for the two signified notions in respective languages.

Artificial bilingualism is the result of a conscious study of a new language. When people start learning a new language they already possess the competence of their native language. So the learner tends to impose the laws of the native language onto the foreign one. As a result the phenomenon of language transfer appears. The foreign word is perceived by means of internal translation into the native language: seeing a foreign word in a text the learner would correlate it with the native word and only after that with the object, action or notion it denotes. The same kind of interference occurs on the syntactical level both as a result of translation from a foreign language into one's native tongue and in the process of constructing an utterance in a foreign language. The latter undergoes interference to a much greater extent. Two types of transfer are possible under conditions of language code change. In the first case the two language systems are compatible in some parts. For instance English and Russian have such similar categories as number of the noun or future, past and present tense forms of the verb, analytical and morphological degree forms of the adjective. In such cases language transfer is quite acceptable.

It makes all the difference however when the subsystems of the languages cannot be correlated as is the case with gerundial and infinitive complexes that exist in English and are not to be found in Russian. There are more allomorphic than isomorphic phenomena in the grammar of these two languages – well-developed morphology of all parts of speech and their agreement in a sentence in Russian in contrast to English where these features are practically absent due

to the analytical laws of this language; three gender forms of all noun classes in Russian that are in fact extinct in modern English, aspectual and case forms of the Russian and English verb, etc.

Thus interference implies deviations that occur in the process of matching two language systems and the greater the differences the more predictable are the mistakes caused by them.

A German linguist H.Schuchardt came to the conclusion that long-term communication between two language communities eventually leads to the reconstruction of both languages and their mutual simplification [15].

British scholars today are seriously concerned about the problem of standardization of English as a global international language which in their opinion puts it at risk and leads to deterioration due to the inevitable process of simplification and loss of its idiomatic recourses.

These deviations based on the incompatibility of different language categories in different languages mould the linguistic expression of a bilingual speaker so that learning a new language does not mean just acquiring new language competences but rather mixing ingrained competences of the native language with the newly acquired ones. Thus foreseeable damages of such linguistic imposition result in the erroneous or even inefficient bilingual performance.

Linguistic efforts of a bilingual speaker aim at achieving complete symmetry and bilingual isomorphism. This tendency is rooted in the ingrained desire of the speaker for the economy of linguistic effort. Consequently, all compatible forms are made the most of and everything that differs is disregarded. There are structures that may have "equivalent" expression in two languages achieved by word for word translation. At the same time the new language is sure to have at its disposal a great variety of synonymous expressions that may be marked stylistically or idiomatically. In spite of that even though the learner may be aware of them in practice he will invariably exploit the only variant that complies with his native linguistic mentality.

Here are a few examples that the author used many times in the audience of Russian students of English which prove this point. When asked to express in English the following phrases *Не забудь запереть дверь; Он не понял этой шутки; Обязательно ответь на это письмо; Я думаю, он не сможет ответить на этот вопрос; Мне предстоит небольшая операция.* Russian learners always gave predictable "Russian-based" equivalents and never more idiomatic English phrases.

Cf. :*Don't forget to lock the door* versus *Remember to lock the door.*

He didn't understand the joke versus *The joke was lost on him.*

Answer this letter by all means versus *Don't fail to answer the letter.*

I think he won't be able to answer this question versus *I don't think he'll be able to answer this question.*

I'm going to have a small operation versus *I'm going to have a small surgery.*

In all these cases the speakers subconsciously make their choice for the benefit of the Russian mode of expression.

There are three qualitative degrees of foreign language competency usually marked out: *beginning* (when the second language fulfils only the informative communicative function), *intermediate* (when the emotive function is also involved) and *adequate* (when a person starts thinking in the second language). The third level comes closest to the natural type of bilingualism.

The English and Russian of V.Nabokov, English and French of W.S.Maugham or O.Wilde will serve as pertinent examples of the adequate type of bilingual competence.

Concerning foreign language teaching at a university we should be aware that we can only speak of the primary level of competence achieved in class.. Another matter is learning a new language by means of integration in a new language community, e.g. living in the country of the studied language will promptly facilitate the acquisition of the other two levels.

However this situation provokes other problems connected with the risk of losing one's native cultural and social self-identification which entails the deformation of one's linguistic personality.

Numerous studies in the areas of sociolinguistics, ethnolinguistics, linguistic culturology consider bilingualism as a grave problem that endangers personal self-identification [14]. So it quite justified to include the point of communication among people of different cultures in the modern definition of bilingualism suggested by the theory of intercultural communication.

We often hear a commonly held view that the most efficient teaching of a foreign language implies an early age the earlier the better and a foreign language environment is a guarantee of success. We find both of these factors at work in the immigrant families or families with internationally adopted children.

At the same time research done in this sphere records not only and not so much the positive aspects of the integration process at an early age but quite a number of negative consequences for the learner as well. This sort of analysis can be found in the works of scholars from all over the world [6; 7, 3; 9; 8 et al.].

Linguistic observation done on the basis of numerous languages Korean and French, German and Russian, Italian and German, Greek and Russian, Persian and German, etc. testifies to the fact of the impoverishment of both languages in the use of children and adolescents. Moreover the native language has in many cases been entirely lost. Some findings also register the deterioration of the native language in the use of adult speakers. In the speech of adults it becomes apparent because of the loss of spontaneity of native language performance when the speaker hesitates about making a choice in constructing the utterance, selecting morphological forms, grammatical agreement, word stress etc. [11, p. 93].

A particularly severe damage to the personal language competence is done when the combination of two languages starts at an early age. Progressive acquisition of a new language is always accompanied by considerable losses in

the native tongue. In some cases (especially if the native tongue is neglected inside the family) a bilingual child may lose it altogether. This loss according to the findings may be irreversible so that the native language has to be taught anew as a foreign one.

So the modern view on the most favorable age for children to start on a foreign language without irreversible consequences for the native one is 10 or 11 years of age. Moreover the acquisition of the new language should be accompanied by the strenuous maintenance of the first language.

Such drastic damage of the native language can be avoided with adult conscious learners but in this case severe interference caused by the native language is inevitable.

Consistent comparative study of languages enables one to tackle certain problems in the methodology of foreign language teaching, such as error prognostication, prevention of language interference and achievement of ultimate authenticity in the native or foreign tongue.

One of diffuse types of lexical interference is the so called pidginazation of language – a phenomenon that has reached unprecedented scale in Russian over the last decades due to the penetration of English borrowings. There is no denial of the fact that a language cannot do without borrowings first and foremost when they denote new technologies and phenomena that come from the outside such as recently assimilated *имиджмейкер, Интернет, пиар* and the latest *ай пэд, смарт-фон, флэш-моб, блоггер, твиттер.*

Most of these borrowings have no synonyms in Russian and often an invisible and dramatic battle for survival is going on. Sometimes Russian synonyms lose ground and disappear into the shadow area of unclaimed outmoded vocabulary. This is what happened to the Russian *ЭВМ* meaning computer, which is quickly receding into the obsolete if not archaic category of words. In such cases resistance is useless and the language automatically adjusts the system either assimilating the new words or replacing them by the native vocabulary.

The recipient language is capable of defence by means of self-tuning in favour of its own resources. A good example of such adjustment of newly borrowed words and their replacement by the native vocabulary is the current expression *live journal* that is being replaced by the Russian *живой журнал (жж),* or *e-mail,* whose Russian equivalent *электронная почта* or just *почта* is enjoying equal rights in current usage. The latter example demonstrates its resilience by the newly formed combinations like *открыть почту, просмотреть почту, загрузить почту, скинуть на почту.*

However there is a simultaneous process of indiscriminate acceptance of unnecessary foreign words (*суггестивный, интродуктивный, перформанс, промоушн)* some of which could be described as vocabulary junk (*вау, упс, пуш-ап эффект*).

Grammatical interference is a frequent and obstinate use by Russians speaking English Past Indefinite verb forms instead of Present Perfect or Past Perfect to describe past actions or events, avoidance of Progressive verb forms, Present Perfect Continuous forms, Absolute Participle Construction and Verbal Complexes. Using articles doesn't come easy to Russians for the obvious reason of their absence in the Russian grammatical system and consequently in the Russian national linguistic mentality.

Nevertheless the grammatical level of a foreign language presents fewer difficulties for mastering than phonetic, lexical and stylistic levels, perhaps because it's the most stable part of the language conforming to an established set of rules.

Stylistic mistakes are among the most frequent and difficult to overcome.

They manifest themselves in the wrong contextual use of words and their connotations, ritual and etiquette formulas, inappropriate use of literary and colloquial vocabulary and phraseology, etc.

The specific combination of typical linguistic forms, selected by the speakers from the totality of all potential forms provided by the grammatical system of any language may be defined as the grammar of speech which deter-

mines the national stylistics of any given language. Comparing sets of such forms by English and Russian speakers makes it possible to observe a number of differences in their use. This contrastive analysis allows to reveal the salient features of the national stylistics of communication that in its turn moulds one's linguistic personality.

The most appropriate province for this sort of contrastive stylistic analysis is the dialogue since it contains a great variety of communicative types of forms. It demonstrates a whole range of questions, replies and imperatives. The paradigm of question types is especially numerous. They range from questions that require information to quasi-interrogatives, such as advice, imperative or confirmative in the form of questions and others.

Questions that require information in Russian are normally more straightforward and less variable than in English. The English communicative culture affords the speakers to avoid question forms when asking for information in order not to put pressure on the interlocutors and give them freedom of choice if they want to leave this inquiry unanswered. So, instead of the question about where one could find a bank or where the nearest bus-stop is situated the speaker would say *I'm looking for a bus-stop* or *I wonder if there's a bank nearby.* Such dialogue strategy enables the addressee to stay out of the conversation in case she or he is unwilling to get involved in communication.

Advice and instruction also manifest a wider range of etiquette forms in English in addition to a greater degree of tolerance in their linguistic expression. Apart from the assertive advice type that has a similar mode of expression in both languages (cf. *Тебе необходимо сменить обстановку* and *You need a change)* the English speaker would more often choose to deliver advice in the form of a question (*Do (don't) you think a change would do you good?).*

The same tendency is even more conspicuous in imperative utterances. With the exception of some specific registers of communication (such as administrative, or military spheres or emergency situations) here again the generally accepted norm of communication in English gives apparent preference to the

tolerant forms among which quasi-interrogatives and imperatives in the form of a question take the lead: e.g. *Why don't you…; How about…; What would you say to…; What do you think of…; Wouldn't it be a good idea…*and the like. Such communicative strategy testifies to the high degree of mutuality of the English communication which is marked by granting the participants the right for the free choice of whether to get involved in the conversation. This strategy of the English dialogue may be defined as communicative tolerance.

As for Russian requests, advice and imperatives they are much more categorical and peremptory in character. Advice may sometimes take a milder form of a question but we would almost never find imperatives or advice modified by the form of a question which is not so insistent or demanding by nature.

On the whole the national stylistics of communication in English is marked by such features as a great variety of conversational formulas; communicative proxemics in the choice of forms that guarantee psychological private space and avoid direct pressure on the interlocutor; communicative tolerance; interactive and consultative quality of communication.

In terms of comparative description Russian communication features such traits as a higher degree of categoricity, imperativeness; less variety of etiquette speech patterns; straightforwardness in contrast to proxemics; less tolerance and reliance on the interlocutor's involvement.

All these factors should be taken into account in the process of learning and teaching a foreign language in order to diminish negative factors and enhance the positive ones in the process of bilingual education and self-identification.

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TOPICAL ASPECTS OF PROFESSIONAL EDUCATION

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Сегодня - студент, а завтра - соискатель

Student - Today, Applicant - Tomorrow

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Аннотация   В статье говорится о необходимости обучения студентов-инофонов навыкам общения на собеседовании-интервью. Каждый студент является потенциальным работником и, следовательно, должен представлять себе всю коммуникативную картину данной речевой ситуации и развивать умение вербального самопредставления, примеряя на себя роль соискателя.

Ключевые слова   собеседование, коммуникативная ситуация, обучение, русский язык как иностранный

Summary   The article lets on the need to teach non-native Russian-speaking students the communication skills during a job interview. Each student is a potential employee. Consequently, students should envision a communicative picture of the present verbal situation and develop the skill of verbal self-presentation imagining themselves as job seekers.

Key words interview, communicative situation, teaching, Russian as a Foreign Language

While training a competitive professional one should consider that the main success criterion is a well-paid job placement with the prospects of career development. The first and, surely, a very important stage of this process is an interview with the recruitment officer who presents interests of the employer.

The last generations of students who study the Russian language in Russia are characterized by certain pragmatism that stipulates more active implementation of communicative technologies into teaching. The communicative technologies are designed for promotion of students' speech skills on the basis of linguistic knowledge in the sphere of professional instruction. In this regard a teacher of Russian as a foreign language should enrich the studying process at an advanced level with the tasks which model communicative situations from different areas of business communication.

The main goal of a teacher of the Russian language - to teach students

how to use the acquired skills in the process of communication – implies the clear vision of "communicative competence" as a methodological concept. In our point of view, the best definition of this concept is given by M.R. Lvov in the "Dictionary on methods of teaching Russian": "Communicative competence is a term which defines the knowledge of the language (native and foreign), its phonetics, vocabulary, stylistics, culture of speech, the competent usage of these linguistic means and speech mechanisms – speaking, listening, reading, writing – within social, professional, cultural needs of a person" [1, p. 92–93]. This is one of the most important characteristics of a linguistic identity which is acquired as a result of natural speech activity and during the special training.

It is known that the communicative competence as a generic term includes several components: linguistic, verbal (sociolinguistic), discourse, strategic and sociocultural competences. When the communicative competence is presented in a certain professional area its discourse component becomes the most important among the others. It is essential to understand that the discourse competence is not only composition of logical and coherent texts but also "the knowledge of different discourse types and the rules of their formation, the skill to use the discourse types in accordance with the communicative situation and produce them taking into account extra-linguistic features of communicative situations, roles of the participants of the communicative situation, ways of their interaction…" [2, pp. 252–253].

We would like to describe the preparatory stage of the role game that models the communicative situation of job interviews. The interview as a communicative situation is universal. It does not depend on professional activities (can be used at speaking classes) although it may be a part of professional communication (for example, as a part of "Tourism" or "Business language" courses).

The teacher should clearly explain to the students all peculiarities of the given communicative act and emphasize that the job interview is the most important stage at work placement when CV was already reviewed and approved

by future employer. It is necessary to present the structure of a standard job interview.

Job Interview Structure

1. Establishing contacts. The goal of the interviewer is to create good company image and give an opportunity to relax for the job seeker.

2. Short conversation about the company.

3. Interview: the job seeker answers the questions and performs some situational tasks.

4. The job seeker is given an opportunity to ask questions to the interviewer.

5. Discussion of algorithm of further interaction [3, p. 3].

The process of immediate preparation to the role game includes some stages. The first stage involves studying of vocabulary (adjectives-characteristics, terms, abbreviations, nomenclature, etc.) and definitions. Students look at the job advertisements from different travel agencies: requirements, responsibilities, professional skills, self-presentation in case of lack of working experience. The samples of oral and written speech models, material for analysis, lexical and grammatical minimum are introduced through texts of real job ads. It is important that the texts are not adapted. In this case under the communicative approach the text is considered to be a material for teaching speaking, as well as the initial and the final element of studying.

The further stage is dedicated to dialogues – live communicative acts: listening and reading dialogues-interviews, work with vocabulary and grammar, definition of main communicative tactics of the dialogue participants. The teacher should make the students aware of some "extra-linguistic" competences such as gestures, behavior, and appearance.

This is followed by listening exercises in the form of dialogues and tests. It allows using all skills connected with communicative speaking skills.

Surely, in order to form the communicative situation which resembles the natural one the teacher of the Russian language has to be highly qualified, take

into account psychological features and creative potential of the student group and its participants.

The teacher as a manager of a studying process should prepare students to the game linguistically and psychologically:

1. Describe the situation in details.
2. Distribute the roles and explain the goals to each student.
3. Present the verbal behavior program (define the strategic lines of each participant).

For example, in our case it is:

Description of the situation: A candidate for the position of a tourist manager came to the job interview in a travel agency. He/she is going to discuss with HR manager the open vacancy and take part in the competition. During the interview the employer asks questions concerning the job seeker's education, working experience, skills and knowledge. The personal questions (life goals, aspirations, plans, and achievements in the future) are also possible.

The role of the employer: the representative of a travel agency who is responsible for holding an interview with job seekers for the position of a tourist manager. The students should understand that it is a dominant role in the dialogue which realizes the main communicative strategies and tactics of dialogue («control over initiative» strategy, tactics of opening and ending dialogues, etc.).

The strategic goal is to get as much information as possible from the job seeker concerning his/her professional skills, working experience and personal qualities; to find out to what extent the candidate is suitable for the position.

Program of verbal behavior: to try to establish an immediate contact with the job seeker and create favourable ambience for the dialogue; to find out to what extent the candidate is suitable for the position.

Therefore, the students have to imagine the whole communicative picture of the interview: the speech behavior program of communicants (the recruiter and the job seeker), their strategic goals and verbal content of the tactics. The

main applicant's strategy - the strategy of self-presentation - should be emphasized as this role is of vital importance for future specialists.

It is significant that in the process of learning Russian foreign students form verbal competences, acquire new knowledge in professional spheres that promotes social adaptation in their native country.

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Система контроля знаний как вопрос, требующий исследования, в дистанционном образовании

The system of knowledge control as a challenge to distance education

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Аннотация Осенью 2003 года, подписав Болонскую декларацию, Российская Федерация вступила на путь унификации стандартов образования. Информационные технологии набирают растущую популярность, в частности системы дистанционного обучения представляют наибольший интерес. С большой долей вероятности можно предположить, что такие системы станут неотъемлемой частью образовательного процесса. С постоянно растущей популярностью дистанционного образования возникает

вопрос качества и контроля знаний в такой системе обучения. Авторы статьи предприняли попытку описать существующий опыт Байкальской Международной Бизнес Школы и представляют цели, функции и проблемы системы контроля знаниями в системе дистанционного обучения БМБШ Гекадем.

Ключевые слова дистанционное образование; контроль знаниями; методология; методы обучения; образовательные технологии; материалы курса.

Summary Having signed the Bologna declaration in the fall of 2003, Russian Federation has directed towards unified standards of education. Information technologies are gaining more and more popularity, particularly the systems of distance education (SDE) are of greater interest. It may well be assumed such systems will become an inseparable part of the educational process. With the rise of popularity for distance education there appears the issue for the quality and control of knowledge in such a system of learning. The authors of the article have attempted to summarize the existing experience in Baikal International Business School in terms of goals, functions and challenges of the system of knowledge control in the SDE of BIBS Hecadem.

Key words distance education; knowledge control; methodology; learning methods; educational technologies; course materials.

Having signed the Bologna declaration in the fall of 2003, Russian Federation has directed towards unified standards of education. Information technologies are gaining more and more popularity, particularly the systems of distance education (SDE) are of greater interest. It may well be assumed such systems will become an inseparable part of educational process.

In her article on "The Issues of Distance Education Implementation in Russian Federation", Evgenyia S. Polat states it is too late to prove the economic, political, and educational importance of the distance education system in the country. She claims that distance education has already been an established fact both in foreign countries and Russia. E. S. Polat brings the following data of Russian education ministry in her article - "In 2002 200,000 students studied in more than twenty universities if the country via distance learning obtaining undergraduate and graduate degrees. Currently, the Federal net of universities RUNNet is being developed in Russia. The net unites 25 regional segments of large scientific educational institutions ... The creation of Russian State University of Distance Education is planned." [6]

The most urgent problem in the process of unified educational standards implementation both in online and onsite education is the problem of control methods and grading criteria Improvement. Contemporary pedagogics and teaching methodology offers diverse scholars' opinions on control and grading of the students' knowledge regardless the level of education they are obtaining - be it elementary, secondary, high school or university education. Though he accepts and supports the idea of knowledge control A.M.Novikov emphasizes the following opinion in his book "Methodology of Learning Activity". Novikov states that a grade often reflects a sort of formality and is often a source of students' stressful burden; quite sometimes the real face if the student is lost in the grades. Quite often it happens so that when a student comes home from school, his or her parents ask what grades were acquired and not the new and interesting knowledge the student gained and what he learned. This may well bring a premise to grade dependence and "grade dependence often leads to simply corrupt thinking..." Therefore, Professor Novikov doubts the necessity of giving grades in every class in school. His supposition is that "excessive control depraves the student, makes him a slave..." and furthermore, it makes his university studies very hard and complicated as the student is not accustomed to work and learn without permanent teacher's control. And it is impossible in the system of higher education. [5, p. 153] indeed, the students become less responsible and more immature due to the lack of skill to control their study process on themselves. A.M.Novikov assumed there could have been other approaches to control and grading. And he proved his assumption with the works of Sh.A.Amonashvili, who supplied the proofs to ability to switch to ungraded system of teaching in the elementary school, where he proposed to supply more informative and beneficial to the student characteristics rather than a pure grade [5, p. 154].

Professor Denis Rancourt, a former physics professor at University of Ottawa believes that checking and grading is nothing but suppression [8]. Rancourt supporting the ideas of Critical Pedagogy states "Grades are a carrot-and-stick approach to raising obedient employees who prepare students to even deeper

obedience. The only way to upbringing independent thinkers is the allowance of freedom (to students) and destruction of educational force by depletion of the force's " [3, p. 21] is that the approach that should be used for raising and fostering future student-millenials generation? The issue is open for research and discussion in further publications.

This approach is highly criticized by the classical pedagogy representatives. V.Bespal'ko, a non-traditional pedagogy (conformable to nature) supporter, calls the pedagogy of Rancourt anarchical and his teaching methodology in the university erroneous. He claims that Rancourt is most likely unaware with the "natural structure of the process of knowledge acquisition - from an initial orientation in the subject matter to its deep and controlled learning activity - to final knowledge quality assessment and - from assessment to correction of the targeted deviation from the subject matter scrutiny. Only upon subject matter mastery at a certain level a student may successfully perform." [3, p. 22]. Harry Shaier, a professor in British Columbia University in Canada, states the arguments about grading have been fairly old. His premise is that grades truly hinder the process of cognition and learning in many cases. However, they are the quickest and most effective way to check the knowledge and skills of a student. He says, "This is the tightrope all professors need to walk on, though it is a sorrowful reality of the world." [7]

Apparently, academic society including both contemporary faculty and students is not ready to refuse from the system of knowledge control and preserve the desire for learning and acquiring new skills and knowledge. Therefore, the authors of the article have attempted to describe the functions and goals of the system of knowledge control in the existing distance education system Hecadem of Baikal international Business School, as well as to highlight current challenges.

The system of knowledge control in distance education should solve three problems - estimate and monitor the progress of a student (from the entry level to the completion level), discriminate knowledge acquisition in a studying mod-

ule, and identify the student so that it is proven the student receiving the certificate is the same person who studied.

The lack of identification means for the studies and testing while doing an online course causes "the black market for the educational services", when students fulfill the assignments not by themselves but they attract subcontractors for that. Within this problem a following solution might work - onsite face-to-face exams which imply personal presence of the student during the exam or online testing with video surveillance. The second approach to problem solving may involve attraction of outsider-experts, however, the high speed and tempo of the testing and oral answers of students decrease the availability of cheating. If a distance education course does not have any means of student identification, it is almost impossible to check the student's proficiency quality. In this case the learning process is turned into a diploma or certificate sale.

The system of distance education should take into account and consideration intermediate as well as final testing and knowledge control within a course. Intermediate control allows to check certain modules of the course and may be included as a part of a final grade; it also may be a prerequisite for the following studies blocks (for instance, if a student gets an unsatisfactory grade on the test, he or she is redirected for the same learning module to repeat it. In this case it impacts the timing for the course completion, as the next try for the module testing is available after a while.). To avoid the situation of test question copying and cheating on the second test attempt, the questions and assignments in the second try should not only differ from the first try, it they need to be more complicated.

'Hecadem' system of Baikal International Business School allows to apply several educational technologies. They are:

- Learning path choice allocation for the student. The path choice implies either the selection of the course immersion depth (i.e. the amount of course materials and assignments complexity) or course sequence indication.

- Entry and exit tests may be arranged in a way of either individual tests and assignments or group forms of knowledge control (seminars, conferences, group projects, wiki-projects).

- Time control through time setting for a test availability and test timing (the time may be fixed for an online test, after which the access to the test is closed, and the paper's points are subtracted.

The system of the entry knowledge control may serve two purposes:

- initial knowledge estimation;

- prerequisite courses knowledge acquisition estimation. This way the knowledge which is required to be gained prior to the next course is tested.

The first purpose implies and imposes thorough scrutiny of tests system which demonstrates absolute result in course knowledge acquisition or one module learning outcome. If one and the same test is given as an entry and exit test, the risk appears for a student to prepare only for exactly the same questions as he or she was given at the beginning. In such situations the questions in the entry test should be more general and the exit test needs to structure and rearrange the questions of the entry test.

Prerequisite course learning outcomes should be checked and tested, if the following course or module is not clear and understandable for the students without particular knowledge foundation. Testing should reflect the knowledge which is required prior to the module or course, however diverse learning trajectories should be taken into consideration (if there is a shorter path to course studies prior to a certain module, the testing should focus on the minimal amount of knowledge offered by the previous modules and learning blocks).

One separate challenge here is the controversy among authors who tutor the course and dispute in terms of theory and practice of management. Let us not elaborate on various case studies but financial indicators calculation may be done in numerous ways (e.g. Revenue part of the budget calculation may be done with or without value-added tax, budget flow May or may not include

amortization, the average cost of capital may be calculated in accordance with the variety of complex formulas).

Consequently, if a student thinks he or she knows one or the other module of a distance course from other resources, then the entry test may score fairly low, but throughout the course the student starts understanding the concepts used by the author of the course and as a result may score higher. This may be a problem of Arts majors, and to solve this problem a course should always contain references and links to the author's concept used in the course.

To diminish the risk of testing without enough time investment I the course materials studies, tests should include specific questions discussed within the course or a module.

One of the useful mechanisms for knowledge control may become the open questions type which offers a student to research a topic in reference to the company he is working for or his business or project he or she is involved at. In this case a student is additionally motivated to actually complete the assignments and tests on his/her own, because tutor provides consulting services for the urgent project of the student.

The control mechanisms may be divided into group ones and individual ones. Group projects, seminars, discussions, group researches may be joined into a group mechanism of control. A group project implies a group of students participating in a solution of a problem. Such control mechanism provides a student with an additional benefit to the student, as it allows to integrate the knowledge of multiple participants, to foster communication skills, as well as to exchange experience with the other students. To improve the effectiveness of this approach to knowledge control one must take into consideration the dynamics, progress, and contribution of each project's participant. It means there mustn't exist only the final project's grade but also the check of the progress of each project's contributor. The system of distance education should support joint data bases and libraries, foster and facilitate discussions and files exchange in such situations.

Seminars as an approach to group work allow to test and check not only the volume of knowledge gained but also the scope and topic comprehension. A seminar presupposed the development of basic questions which the students discuss in the group. Formal wording is not applicable in such a case because a student is required not only to express his or her opinion, but also comment the posts if other students. A moderator plays an important role in a seminar who needs to lead the discussion and if the students do not follow the discussion or borrow comments from other resources then a moderator gives a warning.

Regardless the approach to knowledge control it is worth mentioning that a student must be motivated for self-studies and exit testing. Consequently, the course materials should not only be theoretically precious but also valuable in practice. And assignment completion should represent additional value for the student which will help structure, research, and solve specific students' issues.

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УДК 373

Научно-исследовательская работа как неотъемлемая часть современного школьного образования

The research work as an important part of modern school education

О.С. Овчинникова

O.S. Ovchinnikova

Аннотация Традиционно считается, что научно-исследовательская деятельность осуществляется в ВУЗе, но формирование типов и стилей мышления происходит значительно раньше, поэтому научно-исследовательская работа должна стать неотъемлемой частью школьного образования. Каждый год обучающиеся школ нашего города принимают участие в научно-практической конференции, на которой они должны представить научно-исследовательский проект по разным предметам. В статье мы рассматриваем, что представляет собой научно-исследовательский проект по предмету «Английский язык».

Ключевые слова научно-исследовательский проект; проблема; содержание; структура работы; критерии оценивания.

Summary It is traditionally considered that the scientific research work is carried out in higher education institutions only. But the development of types and ways of thinking happens much more earlier. That's why the research work should be an important part of school education. Every year students of schools of our town take part in a theoretical and practical conference where they are to present their research projects in different subjects. In this article we'll speak about the research projects in English and give a guide on what the research project is.

New information society sets the system of education in Russia fundamentally new tasks. One of the most important tasks is the development of the creative, research potential of a person. The XXI century educational paradigm demands not only giving the students encyclopaedic knowledge, but also developing the set of competences, i.e. the ability to work with unknown information, with original tasks, to combine logic with intuition.

The research project is a piece of work requiring scientific and educational research effort that involves collecting detailed information on a particular topic. The aim of any project work is to make the process of education more active. It is a kind of transition from the development of personality to revealing intellectual and creative potential of a person, i.e. self-development. But in fact students face the problem of what and how to write and the research project is often turned into a report on the books and articles they have read.

So we decided to give a guide on what the research project is to students and their teachers and organized some seminars. The key points of these seminars are reflected in the article.

It is obvious that a research project must have a topic, but what sort of topic? Some teachers will give students a list and ask them to choose one. Others will give general guidelines only. But it's obvious that the topic (or at least some of its aspects) should be controversial or need investigation. So we suggest choosing a topic for a research project relying on the educational aim of teaching foreign languages. This educational aim presupposes getting knowledge about the culture of the country the language of which we study, including literature, music, architecture, art, history etc, and also knowledge about the lan-

guage itself, its system, peculiarities and so on. It is also supposed to meet personal cognitive interest in any field of activity, from professional to hobby.

The next step is to develop a research question. Students should take note that every research project should have only one research question. Here is an example:

• You start with a topic like: "The Cell Phone as an Agent of Social Change". As you begin research, you'll discover that the widespread adoption of the cell phones as a tool of communication and entertainment has revolutionized society. Thus your research question might be: "How has the cell phone transformed daily life of individuals?"

The way students structure or outline their research project is very important. It must have definite sections to it [1].

I. Introduction. Introductions should not exceed two pages. The introduction serves two purposes. First, it allows students to provide the reader with some brief background information about the topic. Second, it lets them state the research question. The research question must always be in the introduction. It's recommended to make it the last sentence of the introduction. So, students may structure their introduction according to the following plan:

- Describe the importance (significance) of the study - why was this worth doing in the first place?

- Defend the topic - why did you choose it? You might comment on its suitability from a theoretical point of view as well as indicate practical reasons for using it.

- Provide a rationale. State your specific hypothesis(es) or objective(s), and describe the reasoning that led you to select them.

- State your research question.

- Very briefly describe the experimental design and how it accomplished the stated objectives.

II. The Body. The body of the research project is the main part. It is generally broken down into various headings that deal with aspects of the topic. It is

not easy to decide what headings should be in the body or in what order they should come. Students must consider what issues they must cover in order to answer the research question.

III. The Conclusion. The conclusion summarizes the research and answers the research question.

IV. Literature Cited (The Reference List). The reference list is one of the most important parts of a project and considerable care must be taken in its preparation. In the first place the reference list presents a record of student's research into the subject, and it should be possible to regard it as a form of guarantee that students are fully acquainted with all significant earlier contributions to scholarship in the chosen field. All literature cited should be listed in alphabetical order, by first author. Only primary literature is used (original research articles authored by the original investigators). Inaccuracy in bibliographical details (eg. authors' names, titles of books or articles, dates and places of publication, etc.), and disorderly presentation of material not only are a source of irritation to a reader but can be positively misleading.

To establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, students should use transition words and phrases in their research projects [2]:

- to indicate more information: besides; furthermore; in addition; indeed; in fact; moreover; second...third..., etc;
- to indicate an example: for example; for instance; in particular; particularly; specifically; to demonstrate; to illustrate;
- to indicate a cause or reason: as; because; because of; due to; for; for the reason that; since;
- to indicate a result or an effect: accordingly; finally; consequently; hence; so; therefore; thus;
- to indicate a purpose or reason why: for fear that; in the hope that; in order to; so; so that; with this in mind;

- to compare or contrast: although; however; in comparison; in contrast; like-wise; nevertheless; on the other hand; similarly; whereas; yet;
- to indicate a particular time frame or a shift from one time period to another: after; before; currently; during; eventually; finally; first, second, etc., formerly; immediately; initially; lastly; later; meanwhile; next; previously; simultaneously; soon; subsequently;
- to summarize: briefly; in brief; overall; summing up; to put it briefly; to sum up; to summarize;
- to conclude: hence; in conclusion; so; therefore; thus; to conclude.

After the research project is completed and typed it is given for examination. We worked out and propose the following assessment criteria:
- topicality and significance of an issue;
- justification of the aim and tasks, their correspondence with the topic;
- consistency of the reference list;
- quality of evaluating other people works and providing own arguments; personal analysis is extremely important;
- quality of the project itself and its logical structure (if the student stays focused on the research topic of the paper; uses paragraphs to separate each important point (except for the abstract); indents the first line of each paragraph; presents the points in logical order);
- scientific style (the student should use transition words and phrases, avoid informal wording; shouldn't address the reader directly and use jargon, slang terms, or superlatives);
- grammatical correctness (it's necessary to use normal prose including articles ("a", "the", etc.); to use present tense to report well accepted facts; to use past tense to describe specific results);
- correct spelling, clarity of sentences and phrases;
- format (typeface, margins and spacing, numbering, etc).

After the project is assessed by an examiner, the students are to give the final oral presentation. This oral presentation is also evaluated by the following criteria:

- composition and design (the content of the presentation should meet the requirements of the written report);
- professional attitude (response to questions and remarks);
- presentation technique (use of language; use of slides; use of voice).

What can we reasonably expect from the students? The assessment criteria cover both substantive knowledge (contents), academic skills and attitude to work. All students should have an academic, critical attitude, and should be eager to learn and acquire these skills. They should be able to fill gaps in knowledge by reading literature and acquire skills with assistance from their supervisor (teacher). Besides acquiring knowledge and skills, formulating a research problem, ordering and integrating data, and testing it critically against the available literature, are also important aspects of the learning process.

So this article gives an outline of what we expect the research project should be. Our next paper will present more specific examples on how to develop the research project.

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Взаимосвязь общеобразовательной и профессиональной подготовки: развитие теории и практики в историческом контексте и основные направления современных исследований в странах Западной Европы, США, Австралии.

Correlation between General Education and Vocational Training: Development of Theory and Practice in History and Major Trends of Contemporary Research in Western Europe, USA, Australia

В.В. Пузырев

V.V. Puzyrev

Аннотация В статье кратко рассматривается развитие теории и практики взаимосвязи общеобразовательной и профессиональной подготовки, а также описываются основные направления современных исследований в данной сфере в таких странах как Германия, Франция, США, Австралия и др. Основным мотивом проведения данного исследования является необходимость улучшить подготовку по специальностям ремесленного профиля в России по предметам общеобразовательной и профессиональной подготовки с учетом опыта других стран.

Ключевые слова общее образование; профессиональная подготовка; взаимосвязь; ремесленники; ремесленные профессии.

Summary The article gives a brief review of the development of the theory and practice of correlation between general education and vocational training and provides an overview of the major trends in the contemporary research in this sphere in such countries as Germany, France, USA, Australia and others. The underlying reason for this survey is the necessity to enhance training of craft and trade workers in Russia both in general and vocational subjects taking into account the experience of other countries.

Key words general education; vocational training; correlation; craft and trade workers; craft and trade occupations.

Small enterprises are an integral part of the economies of most of the industrially developed countries. More than 90% of the total number of enterprises in the European Union are small enterprises. Each of them employs no more than 10 people.

The development of small enterprises has become important for the economy of Russia in recent years. Crafts and trades are traditionally considered to be a form of small business which is understood as "a type of entrepreneurial

production activity aimed at the production of custom-designed goods and services in small quantities based on the actual demand of people, in order to meet the requirements of citizens or business entities" [5, p.14]. Training in craft and trade vocations which now "constitute over 13% of the total number of blue-collar occupations in Russia" [8, p.17] is carried out at institutions of secondary professional education which face an important task of training a graduate for work in a small enterprise. Unlike workers at a big enterprise craft entrepreneurs are personally responsible for their labour both in the technological and in the economic aspects. This task sets high requirements for the formation of the contents of education and its quality evaluation.

When forming the contents of vocational education it is recommended to analyze professional activities first [7, p. 45]. The analysis of the professional activities of craft entrepreneurs [5] based on determining the key competences, allows us to make a conclusion that the general education component of their training plays a very important role. It is the general education component that affects the development of such key competences as self-discipline, initiative, excessive professional activity, social and professional mobility, communicativeness, ability to cooperate, creativity, aesthetic sensitivity. These competences are significant in the training of specialists of this kind. Their training cannot be limited to the development of only narrow professional key competences such as manual skills and special competency. Recent research [2] proves that financial success is conditioned by the knowledge of the profession only by 15%. By 85% it depends on the ability to treat your colleagues, to incline other people to your viewpoint, to advertise yourself and your ideas.

Now that "new job descriptions, curricula, new standards of secondary professional education should be developed and adjusted to new blue collar occupations focused on the needs of individual enterprises, not industrial ones" [6, p.10] the problem of combining vocational and general education from the viewpoint of forming the key competences is topical again. The aim of this article is to explore the tendencies of combining general and vocational education in

the theory and practice of different countries in the context of history and at present.

The pedagogical ideas and practice of the ancient time and middle ages established the tradition of segregation of general education. Only people who belonged to the privileged minority had access to the written knowledge, to the acquisition of the liberal arts which contained the knowledge of the universal type. At the same time manual labour as a means of living was considered as "a curse hovering over a man" [1, p.30]. The model of an educated person put forward by Plato [4] gives obvious preference to the acquisition of liberal arts rather than to vocational training. According to Plato a person who is most capable of learning acquires liberal arts and becomes a leader, while a person who is least capable of learning gets vocational training and becomes a worker to serve the leaders' needs. Plato's philosophical teaching influenced not only the development of the education system but other people's minds as well: the acquisition of blue collar occupations has remained non-prestigious in many cultures to this day. The ancient world established the tradition of scant and narrow specialization training, which was the duty of parents.

In the end of the 18-th century the problem of correlation of general and vocational education arose in Germany and France.

In Germany the notion *education* meant *general education*. This notion was formed under the influence of W. von Humboldt's ideas [12, p.3].

Humboldt considered the notion *education* equal to the notion *formation of the personality*. He thought that on-the-job training or training at an industrial school was closely linked with exploitation of children and had nothing to do with the formation of the personality. Even the notion *industrial school* which was widely spread in Germany at that time in the opinion of Humboldt's followers was derived from the Latin *industria* which means *diligence*, or *hard work*. Thus training for work was not included in the notion *education*. As a result of this differentiation access to university education became possible only after

completing a comprehensive secondary school and getting a certificate of secondary general education.

That situation was criticized by a number of German scientists such as G. Kerschensteiner, E. Spranger and others. They thought that vocational education was directly linked with the development of the personality and must become one of the ways leading to the next level of education – the university level.

Unlike the German philosophers of education the French enlighteners of the 18-th century understood *formation of the personality* as versatile education based on the development of independent thinking, creativity, activity, visualization, links with the surrounding life. Meanwhile teaching various trades was acknowledged as an important means of the all-round development of a person. The idea of education through work in different trades, which anticipated the concept of polytechnic education, was expressed by prominent French public figures in different variations. Thus in the circumstances of the industrial revolution of the 18-th century Saint-Simon and other utopian socialists thought that after elementary education school must give applied and special education adjusted to the needs of the society and the requirements of the industry. Vocational school was announced as the main type of school. Meanwhile the works of some representatives of the French enlightenment of that epoch such as O. Gréard, A. Corbon and others were united by the idea of finding a way to develop a model of the worker in whose professional activity intellect and rational knowledge prevail and allow him to transform his activity. A. Corbon thought that the rising generation must get both general and vocational education, that it was impossible to draw the demarcation line between general and vocational education, the latter being the continuation of the former [9, p.245].

One of the contemporary trends of research in Europe is focused on strengthening the role of vocational training within the framework of general education. T. McMullen [18], for instance, asserts that vocational training has always been included in the programme of general education at least for some students. The growing indicators of dropout in the system of education and un-

employment among young people substantiate the necessity of introducing vocational training into general education as an obligatory component for all students.

The Australian researcher J. Polesel [19] also considers it necessary to integrate vocational training in the curriculum of the senior secondary school due to the following reasons. First, vocational educational institutions carry out vocational training within the narrow frames of a certain vocation: general skills are not developed, preparation in general education does not meet the needs of either the personality or the society or the employer for whom general skills are no less important than special ones. Second, we can observe a tendency in the society to treat vocational education as inferior in status to general education. The inclusion of vocational training in the general education curriculum must facilitate the equality of status of the two types of education. To confirm the aforesaid Polesel provides the results of a large scale experiment held in the schools of the Australian state Victoria: the number of the unemployed decreased among the school leavers who got not only certificates of secondary general education but also certificates of vocational training, while the percentage of those who continued their studies in the system of vocational technical education and at the university increased.

The American researcher T. Lewis [17] however specifies that vocational training can be a part of the general education programme only if it provides some general notion of labour. If the aim of vocational training is to teach a certain vocation it cannot be a part of general education.

Other representatives of the American pedagogical thought such as D. Stern, Th. Bailey, D. Merritt [20] think that the traditional forms of education do not meet the requirements of the modern economy. Vocational education is focused on developing skills specific for a certain vocation which in the future will not probably be needed. The traditional forms of general education are not adequate to the modern requirements either as they do not give students the idea of how theoretical knowledge can be applied in life. The way out can be found in

the opinion of the American educators if the following four tasks are solved: 1) it is necessary to develop curricular integrating vocational training and general education; 2) educational standards should be correlated with professional standards; 3) in order to prepare students for knowledge-intensive labour it is necessary to include the education-through-work component in the programmes of the basic level for all students; 4) it is necessary to set up partnerships consisting of schools and enterprises with the responsibility for their functioning equally divided between the employers, vocational teachers and teachers of general subjects.

The Austrian researchers S. Humpl and J. Markowitsh [15] emphasize that the educational system should be oriented at the constantly changing needs of the labour market. For this purpose it is suggested that the vocational aspect of general education should be strengthened and the general education component of vocational training should be widened in order for the optimal combination of the two types of training to be achieved. Besides, they also suggest that partnerships be established between enterprises and educational institutions.

German educators have taken an active part in the research of the problem of correlation of general education and vocational training since the 18-th century till these days.

In the opinion of G. Gruener [14] the continuation of general education is one of the important tasks of the German vocational school. However, in recent years the significance of general education subjects has been underestimated in vocational training. There are three reasons for that. First, vocational schools take more and more students who have already completed secondary general education and do not need to continue it. Second, there is an increase of vocational theoretical requirements to modern occupations which leads to the increase of vocational theoretical training at the expense of the general education component. Third, within the dual vocational training system there are few hours that students spend in class (1-2 days – studies at a vocational school, 3-4 days – training at an enterprise), therefore it is the custom to think that for this

type of vocational schools the role of the general education subjects is insignificant.

R. Dubs [13] singles out the following tasks for teaching general education subjects at a vocational school: to make up for the gaps, to complement, to balance, to replace vocational training. Vocational schools have to make up for the gaps in the knowledge of the students (lack of literacy in writing, reading, calculation, etc.) which were made in pre-vocational school education. Teaching general education subjects at vocational schools for making up the gaps does not often meet the interests of students as the teaching material has no immediate relation with the occupations of their choice. The complementing function is carried out through vocationally oriented teaching of general education subjects, which complements the study of special subjects and allows students to acquire the chosen occupation in an integrated way. The function of balancing general education and vocational training stands in opposition to the complementing function. It is assumed that teaching at a vocational school should not be exceptionally vocation-oriented. General education subjects should be focused on the general development of students. Thus the study of the native language puts in the forefront questions of literature, theatre, art. Social science classes are expected to have a discussion of political and social problems as well as labour market problems. Doing sports helps to relieve mental strain caused by the modern occupational activity which requires less and less physical exercise. The replacing function implies that the general education component of vocational training should take upon itself the task of upbringing which for some reason or other cannot be solved in the family and at an enterprise. General education classes can help to solve educative tasks in various life spheres such as ecology, sexual education, rules of behavior in society, etc.

Having analyzed the functions of general education at a vocational school suggested by R. Dubs, A. Schelten [10, p.153] makes a conclusion that the combination of the complementing and balancing functions most meets the requirements of the contemporary vocational school with more emphasis put on the

complementing function. If teachers tend to focus more on the balancing function it is recommended to make the general education subjects optional.

Trying to solve the problem of demarcation between general education and vocational training another German researcher F. Achtenhagen [12] suggest the idea of proceeding from the notion of key qualifications and competences. The development of key qualifications in accordance with the requirements of the labour market and their introduction in the system of vocational education in Germany were initiated by associations of German employers and trade unions in 1987. The usage of key qualifications in the system of vocational education makes it possible to raise the quality of training a worker significantly. According to Achtenhagen [11] key qualifications can be attributed to three types of competences: individual (cognitive, emotional, motivational, moral spheres), professional (special knowledge) and social (team work, communicative skills, problem solving skills, empathy). It is obvious that the quality of training a worker would be better if his general education preparation were oriented at the formation of the same key qualifications which constitute the aim of vocational training. In other words, general education and vocational training should have a unified aim formulated as a common list of key qualifications required by the labour market.

One more trend of pedagogical research in Europe concerns the problem of the unequal status of general education and vocational training. The inequality of statuses is caused by the unattractiveness of vocational training in comparison with general education. Thus, J. Lasonen and S. Manning [16] note that almost in all European countries the growth of the number of students who wish to continue their studies after they achieve the obligatory level of education is connected with their desire to get a certificate of education which gives the opportunity to take a higher position in society. Preference is given to general education programmes as they lead directly to higher education. Vocational training programmes, especially the ones the completion of which does not give the right to enter university, are in little demand.

Conclusions. The problem of correlation between general education and vocational training has deep roots. The tradition of segregation in getting general education and vocational training supported by Plato's ideas influenced the public conscience. Vocational training is still considered by many as less prestigious than general (academic) education.

At present the problem of correlation between general education and vocational training is no less topical: many competences of craft and trade occupations may be best formed by general education subjects.

The main trends of contemporary research in this sphere deal with the modernization of education contents, the methodology of correlation between general education and vocational training, the balancing of the statuses of general education and vocational training.

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Формирование профессионально-ориентированной иноязычной коммуникативной компетенции: современные технологии и методы обучения

Profession - oriented foreign language communicative competence forming: modern teaching technologies and methods

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Аннотация Статья посвящена проблеме формирования профессионально-ориентированной иноязычной коммуникативной компетенции будущих выпускников Российской таможенной академии. В качестве одного из средств обучения профессионально-ориентированному общению рассматривается контекстный подход. Как пример использования контекстного подхода описывается интегрированное занятие в форме языкового проекта на старших курсах экономического факультета. В качестве инновационного средства формирования коммуникативной компетенции рассматривается электронный учебник.

Ключевые слова коммуникативная компетенция; профессионально-ориентированное общение; профессиональная деятельность; моделирование профессиональной деятельности; языковой проект; интегрированное занятие; электронный учебник; инновационная технология.

Summary The present article deals with the problem of future Russian Customs Academy graduates' foreign language profession oriented communicative competence forming. The context approach is considered as one of the means to teach profession oriented communication. The authors describe an integrated language project with the senior year Economic faculty students as an example of context method application. An electronic text book is being described as another innovative means of communicative competence forming.

Key words communicative competence; profession oriented communication; professional activity; professional activity modeling; language project; integrated class; electronic text book; innovative technology.

New economic conditions, new approaches and requirements to the content of education can't be implemented without innovative approach to improvement of training methods. Modern expert's professional level implies not only the ability to analyze and solve problems, but also the ability to improve one's own activity technologies and to define one's own strategy.

The modern expert is more likely to master not the sum of knowledge, but the set of key competences including such modern resource as a foreign language. Foreign language occupies a special place in the education system in the era of culture globalization. For the modern professional it is not only a means of communication, but also the source of intellectual, cultural and professional personality development and the factor of society's social, economic, scientific and technical progress. Foreign language skills in the field of professional communication enable to facilitate socialization in the labor market, to adapt to dynamically changing conditions and to apply knowledge in creating new competitive products.

Profession oriented foreign language communication efficiency directly depends on the ability to consider cultural features of the interlocutor's country, on the ability to change communicative behavior tactics in changing conditions of communicative situation and to apply these skills for the solution of professional tasks. Ability to carry out effective foreign language communication in the process of professional activity is an important component of the expert's vocational training.

Hence, it's necessary to create a qualitatively new education system, capable to provide the experts' effective communication in the modern global space.

The third generation Federal state educational standards point out forming the set of the graduates' general and professional competences as the main objective of training in higher education institutions. These competences will allow the young specialist not only to solve various professional problems successfully, but also to take a worthy place in constantly changing society, to possess the advanced outlook, flexibility of thinking and ability to adapt promptly to new conditions. [1, p. 268-269]. Foreign language teaching demands the approach fully reflecting peculiarities of the students' future professional activity. The context approach [6] allows an effective solution to the problems of language training within professional education process. "The future professional's activi-

ty subjective and social content is being formed by means of all the system of didactic forms, methods and means within the context approach, and assimilation of abstract knowledge is modeled as a sign system imposed on the outline of this activity" [2, p. 32].

Context training assumes transition from directly educational (lectures, practical training) to quasi-professional (role-playing and business games, projects) and educational professional activity (students' research work, professional practice). Application of the context approach principles in foreign language training allows to solve such problems as: increasing foreign language learning motivation and forming professional interests and motives in complex with other disciplines; developing the expert's system thinking, understanding one's own professional identity, place and role in professional community and society as a whole; forming the expert's identity possessing social skills of interaction and communication, individual and joint decision-making; developing responsible relation to business, social values and principles of professional team or society [2, p. 2].

An example of context approach application in teaching profession oriented foreign language communication is conducting integrated classes in the form of foreign language educational projects developed by teachers of foreign languages department in cooperation with professional department specialists, speaking a foreign language at the level not disturbing communication.

The positive experience of the context approach application has been accumulated at the foreign languages department of the Russian customs academy Rostov branch. In April, 2013 an integrated class was conducted in cooperation with international economic relations department on the topic "Negotiations on the Transaction Price" in disciplines "Pricing in the foreign trade activity" and "Professional English" in the group of the 4th year students of Economics department ("World economy" trend). The tasks of the class boiled down to: forming the students' communicative competence within the subject being studied; expansion of the students' general and professional outlook through learn-

ing new lecture material and the glossary of economic terms; forming the social interaction competence, ability of team work in the process of solving different problems, developing tolerance; developing oral speech skills (monologue and dialogue forms); learning to use new lexical units in speech; developing cross-cultural communication.

As this approach to training was new for students, at the first stage they experienced certain difficulties, as it was necessary for each of them to select and analyze the material for individual task independently. The students' presentations were to be estimated by two experts, i.e. by the head of the of the international economic relations department (content estimation), and by the teacher of a foreign language (language material quality control). Students had various language level, but team work helped them to advance in foreign language learning in order to improve the group presentation quality.

Working at the content part of presentation, students consulted the head of the international economic relations department, and at the English classes they mastered this content in monologue and dialogue forms, consolidating language knowledge and improving the language command. Teachers of English gave students differentiated help, and gradually students started to cope with the tasks, understanding the importance of mastering ready speech models in a real professional situation.

Development and implementation of the educational project demanded from all participants harmonious work for finding the optimal balance between two of its components, i.e. selection of the contents corresponding to professional activity and speech models for the practice oriented communicative competence forming.

Foreign language teachers had to develop tasks for students' individual and group work with the purpose of developing educational activity according to each student's abilities and creating the feeling of success. Profession oriented context had to correspond to the language training content and promote available knowledge systematization and new speech models development, advancing

students to achievement of the aims stated. Head of the international economic relations department participated in developing educational tasks and the final scenario of the integrated class. Besides the tasks, students received detailed instructions and consultations on their performance, and as a result they had to get a chance to discuss real problems in the field of financial and economic activity.

The integrated class started with lecture fragment presentation on the subject "Pricing Stages". Students had to prepare the lecture abstract in Russian with the translation of the keywords allocated on the slides of Microsoft Power-Point format presentation into English for example: prices; buyers; sellers; retail trade; consumer goods; price policy; assessment of expenses; resource restrictions; strategic plan; price strategy; cream removal strategy; "policy of penetration"; price leader strategy; "price war"; prestigious price strategy; price strategy of "a consumer segment of the market"; specific and total income; consequences; discounts; selling price; advertising campaign; dumping prices; price sensitivity of the buyer; sensitivity factors; products and services; product advance in the market; representations effect; uniqueness effect; switching expenses effect; comparisons complexity effect; quality through the price assessment effect; goods high cost effect; end result importance effect; expenses division effect; price justice effect; stocks creation effect; noncumulative discounts; cumulative discounts; supply and demand; production and consumption. English teachers carried out express control of the translation correctness.

At the next stage of the class students worked with modern explanatory dictionaries in order to select definitions for the new lexical units. At the end of this stage students discussed information received from the lecture in mini-dialogues.

At the "speaking" stage the students had to discuss the main content of lecture in English using the speech patterns given in the "Useful Language" section of Market Leader Upper-Intermediate text book and to present the statements in the monologue form on the subject of the lecture heard.

The following stage of the class was devoted to training negotiating skills. Students had to prepare dialogues on the situations presented on the class presentation slides, for example, about salary increase and promotion possibility: *"You've been performing your work for a long time without salary negotiation or pay rise. Despite good results you're still earning the average salary similar to that of other colleagues. So you pluck up the courage to make an appointment with your Manager... Negotiating salary increases - how would you do it?"* On the next slide of presentation recommendations which can form a basis for possible dialogue between the employee and the employer are made: *"Find and overcome your Manager's resistance to giving you a pay rise. 1. You can justify reasons for a pay increase - good results, and that you're earning less than you're worth. Yet when thinking, "I deserve a pay rise," there's a tendency to become disproportional - too much focus on "me", too little focus on my Manager.* ***Consider WHY your Manager hasn't already granted you a salary increase.*** *2. Meet privately with him/her and, focus on investigating rather than defending your position (e.g. "What needs to happen?" rather than "But I'm really worth it!"). If you are honest and open about seeking information, you'll find most Managers will give you honest feedback and try to help you".*

The final stage of the project included the role-playing game on the topic "Discussing the Transaction Price", in which students used information received from the lecture and skills of conducting the dialogue acquired at the "Communication Skills Development" stage.

Thus, working at this project, students gained the research skills necessary for further training within the Master's or post-graduate course. Experience of similar classes promotes development of corporate spirit and forms team work skills. Tasks for professional significant monologues and dialogues presentation promote forming independent statements presentation and foreign language communication skills [3, p. 267].

Electronic textbooks in foreign languages can also be considered as an innovative means of profession oriented foreign language communicative compe-

tence forming. The main tasks of electronic educational editions in foreign language are: ensuring improvement of foreign language speaking specialists training quality; increase of students' motivation in foreign languages learning; ensuring students' creative and active mastering knowledge and the skills provided by the aims and problems of educational process in foreign languages; compliance with modern scientific and technical level: high level of workmanship and decorating, completeness of information, quality of methodical receptions, presentation, logics and sequence of foreign-language material presentation [4, p.7].

The electronic textbooks created in disciplines of foreign languages department, despite their specificity, should comply with the following main requirements: compliance with the State educational standard; completeness of training material representation, sufficient for mastering the corresponding discipline, its considerable information content and professional orientation; simplicity and convenience of application; support of various forms of education (part time and full time, individual and collective); communicative nature of the electronic textbook structure; ease and simplicity of navigation about the structure of the electronic textbook (i.e. opportunity to pass quickly from one subject to another, to receive the necessary reference, comment, to see presentations, video movies, to test lexical and grammatical knowledge, etc.); the elaborate feedback (there is a regular assessment of each step of training: exercises, electronic tests, etc.) ; possibility to use audio-and video recordings within the electronic textbook; bright presentation of educational information on the display screen (presentations, photos, drawings, etc.); support of different types of studies (lecture, practical training); reasonable configuration of necessary technical and all-system software; support of different forms of skills control (intermediate, total, self-checking); possibility of modernization in use and adaptations under the changed conditions; the accounting of the latest tendencies in education [5, p. 35-37].

All the above requirements were put into consideration when developing and creating the electronic text book in discipline "Professional English" for the "World economy" trend.

The electronic textbook should be developed according to the working program of the discipline and be the accumulator of the main didactic, methodical, scientific and directory materials used by teachers for preparation and implementation at all types and forms of classes. For students the electronic textbook is not only a means of applying training materials during educational process or preparation for the classes under the direction of the teacher, but also a means for independent studying and a source of obtaining additional data in foreign language. Besides, the electronic textbook gives teachers the opportunity to carry out current and total control of students' progress quickly and objectively, and students can qualitatively solve problems of accumulated skills self-control. But, on the other hand, it is important to emphasize that, despite all the advantages of electronic educational editions, it is necessary to consider that electronic textbooks are only the auxiliary tool, they can supplement instead of replacing the teacher.

Thus, there is nothing surprising that information and communicative technologies start being used as the innovative trends of modern education and are more actively used in training process. Educational activity of modern higher education institution is carried out in competitive market conditions that forces to pay special attention to quality of provided services. Efficiency of modern technologies and methods of training will depend in many respects on the teacher's ability to solve the problem not only of creating the comfortable psychological and emotional environment for training, but also of finding optimal balance between selecting relevant professional activity of the contents and speech models enabling to form practice-oriented communicative competence.

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Россия в мировом контексте научной деятельности студентов

Russia in Global Context of Students' Research

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Аннотация   В статье рассматривается проблема научной деятельности студентов в России и за рубежом. Анализируется литература, посвященная вопросам научной деятельности в разных странах. Выделяются проблемы в изучаемой сфере, среди которых: мотивация студентов, мотивация научных руководителей, создание соответствующей научной среды, проблема научных коммуникаций. Показано, что некоторые проблемы являются общими для России и мирового сообщества.

Ключевые слова   экономика знаний, глобализация, высшее образование, научные исследования, стратегия устойчивого развития.

Summary   In this article the attention is paid to the problem of students' research both worldwide and in Russia. At the first stage literature concerning the question of doing research in different countries is analyzed. Then problems existing in the sphere of students' research worldwide are identified. Among them are students' motivation, supervisors' motivation, developing friendly scientific environment at various levels, communication in science. It is shown, that some problems are common for Russia and global scientific society.

Key words   knowledge economy, globalization, higher education, research, sustainable development strategy.

Students' research is one of the main aspects of higher education today. It is estimated that only four per cent of graduates in Russia become future researchers. Nevertheless, doing research is a great way to improve various skills, from research to communicative ones. We cannot but agree with Wieman who states that modern economics and global problems facing the world today require more technically and scientifically-literate people who have "complex problem solving skills" [19]. He suggests teaching students science as they are scientists and, what is the most relevant for the present research, to disseminate their results in scholarly manner.

Global processes in higher education. Global context of modern education is usually characterized in terms of globalization, knowledge society (knowledge economy) and technological revolutions.

The term *knowledge economy* was proposed by F. Fritz Machlup in 1962 [18] and then popularized by Peter Drucker as the title of Chapter 12 in his book "The Age of Discontinuity" [8]. Firstly, it was used to define economic sector, while now it refers to the highest level of innovative economy. Main factors of its development are knowledge and human resources. The following are basis of knowledge economy: innovative system, information society (with its highest level knowledge society), life-long learning, state innovative policy. It is obvious, that knowledge economy includes not only technologies but also the mechanism of "knowledge production": universities, pure and applied science, communication, patent system, research and innovation. So, the shift to knowledge economy presupposes educational (including scientific education) system change.

Globalization. Being originally economic, today the term "globalization" means the process of not only the world's economic and political, but also cultural integration and unification. This is an objective, system process that covers all aspects of society [2, p. 9-12]. Among conditions of globalization experts in the field of economics name the development of modern communication systems, providing the infrastructure for rapid transition of knowledge, and relatively low cost of air travel which makes possible the existence of the whole united world community [4]. At the same time the central driving force of globalization is higher education. The system of higher education and science, in its turn, undergoes some changes, too.

Globalization in education provides equal rights to all countries for the use of educational services. In accordance with the World Trade Organization (WTO) recommendations, education relates to the service sector. Therefore, the educational market fiercer competition increasingly. In studies devoted to the impact of globalization on higher education system and its transforming [1, 3, p. 37-38, 4], the following main tendencies of this process are formulated:

1.   Easy access to higher education.

2.   Diversification of forms, levels and content.

3.   Internationalization (globalization of education).

4.   Increasing usage of ICT.

These tendencies are also reflected in the research processes: scientists are working in extended research groups, form networking and, as a result, create E-Science. The process of scientific communication also changes greatly: paper-only system of knowledge storage and transfer gives way to electronic facilities. Though, the need of peer review and face-to-face formal and informal communication grows and becomes more relevant [6; 7; 15, p. 1281-1282].

Problems of students research abroad. Although about 10-15 years ago foreign education and science were seen in terms of their differences from the Russian system, today, during Russia's entry into the world educational environment and the development of new higher education paradigm, particularly relevant is the use of advanced achievements of science and research development abroad. In studies devoted to the development of the world HE system, the issues of its objectivity, quality, relevance, sources of financing and internationalization are analyzed [14, p. 12]. Characterizing research abroad, the authors use such key concepts as research system, research environment, innovation, STEM (which stands for "Science, Technology, Engineering and Mathematics"), and HERI (which stands for Higher education, Research and Innovation). [14, pp. 7, 166]. Research activities in Europe and the United States are performed both at universities and enterprises. At the same time, universities occupy rather small share of this sector [14, p. 65]. Nevertheless, the role of universities in the implementation of the highest level of HE increases, aided by funding from the state and the private sectors. From here follow the main trends in the development of science abroad:

1. Consistent and adequate research funding.

2. Organization of research universities.

3. Open and supportive research environment.

Among the challenges and risks facing students' research abroad could be mentioned:

1. Financial: increase in the cost of research; difficulties in obtaining grants, even though there is increase in funding ; threat of science underfunding by private sector.

2. Problem of combining scientific work and teaching activities.

3. Intercultural. Science today produces knowledge that is the basis of social development. Therefore, an unequal situation in education, unequal access to it is a very dangerous global problem which leads to a so-called "Research gap" − a gap that expresses the difference between those who produce knowledge and those who need it but cannot access it [14, pp. 11 , 43, 49].

Survey results. To find out current trends in students research, two surveys were held internationally. The first concerned general aspects of students' research such as when they start doing it, how they are motivated, what are the relations with their supervisors etc. The second included questions about general age of getting scientific degrees (bachelor, master, and PhD), and was divided into two parts: for international and Russian staff.

According to surveys and interviews with foreign colleagues from several European universities (Austria, Brazil, India, Germany, Poland, Finland), students are engaged in research either through a practical course or during preparation of the thesis. Temporary position of assistant professor or participation in sponsored project as well as scholarship (approximately €1,500 per month for a 30-hour week) is offered to them. Scientific research usually begins at the level of Master training while at the undergraduate level practical tasks and exercises dominate. Nevertheless, undergraduates can also do research.

Motivation depends largely on the professor's ability to make students interested in his subject or on his participation in research projects. For engineering specialties, a big role is played by the possibility of using well -equipped laboratories. Besides, a mark for the students' research paper affects the annual of final score, also, if the study is performed under a contract with a specific company, the student has a chance to get a position in this company after graduation. At some universities, contests for the best master's thesis with the main prize of

about €500 are held. One of the problems in this area is funding, which can only be obtained by performing projects, while in the pure sciences it is much more difficult than in applied ones.

In the U.S. research is considered to be the foundation of the educational process. The minimum requirement is the need for research methods in the educational process. There are two forms of doing research in the United States:

1. Students are involved in sponsored research projects on a competitive basis. For example, the University of California at Berkeley, the student may receive up to 4 credits for participation in such projects. Specifically to attract students in such projects some special programs are developed [5, p. 2-3].

2. If the initiator of research is the student himself , he has the right to perform an independent research project and use the results in the thesis. For this type of work a student may get a grant or credits. Some students work on their own research projects without any extra pay.

There are a number of studies dealing with matters of student motivation , including the motivation of research [17]. It is mentioned, that, doing their research students develop both universal and professional competence, motivation, cultural values, critical and creative thinking skills.

Some papers [13, 17] present the results of psychological research devoted to identifying links between students' research and their future professional activities. The study showed that:

1. Students are generally satisfied with the results of their study.

2. Students, who are interested in scientific activities as the beginning of their future profession, are attracted by a variety of internship programs. After performing the research students were convinced of the correctness of their career choice.

3. These results are the same for different social and ethnic groups of students.

In some works [5, 9, 11, 12, 13] it is emphasized that, despite the great support of science by the state in the developed countries, in the field of research students also face a number of unresolved problems:

1) difficulty in finding out the number of students engaged in scientific activities;

2) the problem of student motivation ,

3) the negative influence of engaging students, especially freshers, into research to completing their curriculum;

4) the problem of creating supportive scientific environment;

5) the issue of research culture;

6) the problem of scientific supervisory.

In summing up the analysis of article devoted to students' research abroad, as well as the surveys held the following conclusion concerning developing students' research in Russia can be drawn:

1. Effectiveness of internships and training courses, which includes research elements.

2. Importance of engaging students in scientific activities through participation in projects carried out by universities.

3. Significance of the supervisor personality in motivating students.

4. Flexibility of reward system: the possibility of financial support or obtaining extra credits for scientific research.

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CROSS - CULTURAL EDUCATION

УДК 37.016

Лингвокультурные аспекты изучения иностранного языка на неязыковых факультетах педагогических институтов

Linguocultural Aspects of Foreign Language Learning at Non-Linguistic Faculties of Pedagogical Institutes

Ж.В. Демьянова

Zh.V. Dem'yanova

Аннотация В статье анализируется и определяется изучение культуры в процессе иноязычного образования студентов изучающих английский язык на неязыковых факультетах педагогических институтов. Показано значение изучения иноязычной культуры будущими учителями. Описан лингвострановедческий материал. Выделены мотивационные факторы внеаудиторной образовательной деятельности студентов и описаны некоторые формы этой деятельности.

Ключевые слова изучение культуры; иностранный язык; неязыковые факультеты; мотивация; педагогическое условие.

Summary This paper analyzes and determines the culture learning in the foreign language education of students studying English at non-linguistic faculties in pedagogical institutes. The significance of foreign culture learning by future teachers is pointed out. Linguacultural material is described. Motivation factors of extracurricular educational activity of students are exposed, some of its forms are described.

Key words culture learning; foreign language; non-linguistic faculties; motivation; pedagogical condition

Culture learning is a dynamic, developmental, and ongoing process of acquiring cultural knowledge, skills, and attitudes to the culture required for effective communication with native speakers. It engages the learner cognitively, affectively, and behaviorally**.**

Language and culture learning asserts that language has no function independent of the context in which it is used, thus language always refers to something beyond itself: the cultural context. This cultural context defines the language patterns being used when particular persons come together under certain circumstances at a particular time and place. This combination of elements always has a cultural meaning which influences language usage [2].

Foreign Language learning at non-linguistic faculties should be oriented toward developing students' linguistic abilities (reading, writing, listening, translating and speaking) as well as providing a sufficiently broad knowledge of foreign culture. Communicative competence is the main target in language classes, and this couldn't be achieved without foreign culture learning.

Culture learning in the process of foreign language learning at non-linguistic faculties is based on mastering lingua-cultural material.

Having studied methodological literature and researches on the subject and following G.D.Tomahin, O.G. Oberemko and R.K.Min'yar-Beloruchev we restrict the scope of lingua-cultural material to two layers of vocabulary, exactly: realia (denotative /or literal/ and connotative /or suggestive/) and background knowledge vocabulary.

It is necessary to note that constant characteristic of a word or word combination belonging to lingua-cultural material remains their possessing nation-cultural component or semantic fractions, not existing in other languages. Thus the borders of foreign language lingua-cultural material can vary depending on students' mother-tongue.

According to thematic content G.D.Tomahin classifies realia as following:1) ethnographic(al) and everyday life realia (clothing, footwear, food, drinks, everyday establishments, transport, recreation, pastime, sport, games, traditions and customs, money, plants and animals, environmental protection), 2) social and political realia (government, armed forces) 3) realia of the system of education and upbringing of children and youth, 4) charity, 5) culture realia (literature, cinema and theatre, painting, music, mass media) [1].

Particular attention especially at the beginning of foreign language learning is paid to lingua-cultural material including "facts" about the target culture. The emphasis is laid on the knowledge that has been primarily about "surface-level, obvious" culture (e.g., food, pastime, clothing) rather than "deep-level" culture (e.g., values, history, beliefs).

The significance of culture learning by future teachers is obvious and enormous. Culture learning training provides solution of complex tasks in studying national stereotypes of behavior, thinking, value orientations and thus making actual the necessity of acquiring cultural context above all by students at non-linguistic faculties of pedagogical institutes. Lingua-cultural communicative competence provides: 1) high-quality mastering foreign language; 2) enlargement of world outlook and general culture knowledge; 3) developing such personal qualities as intellectual curiosity, broad mental outlook, tolerance, skills of co-existence with other people, own cultural self-consciousness; 4) development future teachers' ability to express their thoughts accurately and correctly in their mother-tongue thus promoting acquire culture of oral and written communication.

Besides in conditions of studying foreign language at non-linguistic faculties culture learning training possesses great motivation potential.

Development of students' motivation in the process of foreign language in general and for lingua-cultural material as this culture repository is essential at non-linguistic faculties.

The integration of classroom studies and out-of-class (extracurricular) studies is taken as the main pedagogical mechanism for formation English culture learning motivation in the foreign language education at non-linguistic faculties. When pointing out this pedagogical condition we considered specific character of foreign language teaching process at non-linguistic faculties, such as lack of curriculum time given for the subject, different level of foreign language knowledge of the same group students, a great number of students in a group (sometimes up to 20 people), and others.

Students' motivation and attitudes toward language learning is determined not only by emotional experience of its effectiveness, it also depends on procedural motivation, satisfaction of communication process and positive motivation to foreign culture learning. Positive motivation to qualitative foreign

language mastering is included in general structure of social purposes, requirements and motives of a contemporary specialist.

It is well known that at most non-linguistic higher educational institutions both instructors and students consider the course of foreign language as unimportant, at best as subsidiary discipline helping future specialists better to master special disciplines.

It is necessary to persuade non-linguistic faculties' students that besides foreign language is a compulsory element of professional training, it is a part and factor of common culture personal development. Students - future teachers should become aware of the real dangers of contemporary education which American school demonstrates especially – narrow specialization. Not possessing overall picture of the world a person is absorbed in the narrow field he knows all about. Still such knowledge refinement is good for an executor but is hardly characteristic for a teacher.

Language learning motivation development as a dynamic process undergoes some stages: from unconscious motives, invoked with extrinsic inducement to conscious motives stipulated with self-regulation. In such circumstances different forms of extracurricular educational activity of students along with classwork teaching gain particular significance. It is empirically proved that considerable reserves of increasing motivation for foreign language learning are concealed in rational combination of class-room and extracurricular studying.

There are several key theoretical criticisms of the classroom as an environment for culture learning.

The classroom foreign language learning is somewhat different in comparison with abroad environment. It is more formal and structured and thus it is much less natural and motivated. Moreover the teachers themselves mostly have poor experience with the target culture.

Considering the specificity of foreign language learning at non-linguistic faculties and disadvantages of classroom contrasted with natural environment we point out extracurricular work as necessary part of educational process.

Among efficient forms of extracurricular work there are teaching role plays and projects. The role plays such as training role plays, group competition role plays, integrating (complex) role plays with improvisation elements, etc. are used.

The project themes are developed by teachers ("History of London", "A Tour about London", "The System of Education in Great Britain", "British Monarchy and Monarchs", "Customs and Traditions in Great Britain", etc.) or chosen by students individually.

The results of such activity are exhibited in various ways, e.g. a collage, an album, a poster, a report, a journal, etc.

Further on a new form of extracurricular work is introduced in the process of culture learning. The students are to communicate with European students with the help of the I-net. The result of these contacts is supposed to be printed fragments.

Listening to the radio and watching TV programs is rather efficient method of extracurricular work for non-linguistic faculty students. The task is not to give the literal or even literary translation. The students are to catch the main idea and to understand the general message.

Besides some foreign language societies, thematic meetings, excursions, and presentations are organized by joined efforts of teachers and students.

The possibility of studying foreign languages by students of non-philological faculties with the help of I-net lectures in the process of extracurricular work is also should be taken in attention.

This study of culture learning in the foreign language education will possibly provide additional insights in better understanding of existing situation and realistic perspectives about the English language teaching situation at non-linguistic faculties in pedagogical institutes in this country.

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УДК 371

**Развитие профессиональной мобильности специалистов путем обуче-
ния межкультурной коммуникации в рамках центра дополнительного
образования**

**Building up professional mobility of specialists by means of teaching cross-
cultural communication at the center for supplementary education**

Капитонова И.А.

Kapitonova I.A.

Аннотация В статье описывается технологический цикл обучения межкуль-
турной коммуникации в центре дополнительного образования. Основным результатом
разработанного курса обучения стало повышение профессиональной мобильности обу-
чающихся.

Ключевые слова межкультурная коммуникация; профессиональная мобиль-
ность; Классы Конфуция; культура повседневности; металингвистические стратегии
обучения.

Summary The article describes the technological cycle of teaching cross-cultural
communication at the center for supplementary education. The major outcome of the carefully
designed curriculum has proved to be a high degree of professional mobility of learners.

Key words cross-cultural communication; professional mobility; Confucius class-
room; culture of "everyday-ness"; metalinguistic learning strategies.

Integration and globalization processes, drastic changes in contemporary
Russian society, constant expansion of international communication prove that

further development of human race is only possible on terms of dialogue between different religious, national and cultural communities that are able to understand and accept a foreign culture as equal to one's own.

We can see clearly that cross-cultural communication is the result of a process of culture integration caused by the course of development of modern information civilization. The aim of it is to work out a new image of the world which can provide stable identification. In this relation the laboratory for inter-ethnic communications of RSVPU systematically works on realizing an international project "Confucius Classroom". The "Confucius Institute and Classroom" international project has been established on the initiative of Hanban/Confucius Institute Headquarters. It's an institution affiliated with the Chinese Ministry of Education.

As it is stated on the official website "it's committed to providing Chinese language and cultural teaching resources and services worldwide, it goes all out in meeting the demands of foreign Chinese learners and contributing to the development of multiculturalism and the building of a harmonious world"[5]. This year Hanban celebrates the 10th anniversary of "Confucius Institute and Classroom" project. Up till now 440 Confucius Institutes and 646 Confucius Classrooms have been opened in 120 countries. Confucius Institute Headquarters/Hanban admits that they are "benefiting from the UK, France, Germany and Spain's experience in promoting their national languages"[5]. But using other countries' experience Hanban pursues a crucially important policy: "Confucius Institutes/Classrooms *adopt flexible teaching patterns and adapt to suit local conditions* when teaching Chinese language and promoting culture in foreign primary schools, secondary schools, communities and enterprises[5]. This means that the Headquarters actually gives a free hand to host university in establishing the pattern and structure of the teaching process. This fact makes the project an innovative ground the capacities of which can be used at its best to fulfill the goals of teaching the dialogue of cultures, cross-cultural communica-

tion, increasing the professional potential of contemporary specialist via mastering a foreign culture, developing professional mobility of learners and so on.

In modern situation of education systems integration the ability to cross-cultural communication is seen as a major personal and professional characteristic of a contemporary young professional. Here the contradiction arises between the need of the society for highly-qualified professionals possessing knowledge and skills of cross-cultural communication and their real opportunities of participating in the process of this communication. Hence – the extreme topicality of singling out the conditions for forming the readiness to cross-cultural communication and creating a new paradigm of teaching language and culture.

Drawing on best pedagogical practices we are seeking to understand how learners best acquire language and cultural awareness with a view of specific target – to create an innovative course design that would fulfill the overall objective for our students – *to function globally.*

The way to solve this ambitious task - creating a new paradigm – is actually constructing a technological cycle of learning which consists of a number of carefully structured modules.

Here we present the modules which turn to be indispensable and comment on the most pronounced points.

• Culture practice module

Naturally, the emphasis here is on cultural practices. Entering the sphere of culture via practical activities proves to be highly effective and pursues several aims:

- to enhance the learners' motivation;

- to adapt the consciousness of the learner to the perception of a foreign culture;

- to counterpoint the native culture on the background of assimilating the new one;

- to facilitate the acquisition of the target language.

Here we introduce a variety of submodules: courses on Chinese traditional painting "Guo-hua", calligraphy, tea-tasting ceremony, the art of paper-cutting, Chinese martial arts "taijiquan" and "taijijian" and similar.

- Chinese festivals module

In order to invigorate the learners' motivation and engagement we hold a colorful and versatile Chinese festivals program. The experience shows that students at different levels display high degree of motivation to participate in these activities and this model has worked well.

- Language learning module

The language learning is a core part of the curriculum and is characterized by dynamic instruction – theme-based language classes, web-quests, wide use of multi-media are woven throughout the design of the curriculum. The accent is done on two points here – firstly, students are encouraged to acquire metalinguistic learning strategies, metalinguistic awareness and sensitivity are central to it; secondly, ongoing teacher collaboration is key to maintaining a common language environment and a common mode of functioning in an effort "to design and deliver a purposeful cluster of courses that answer students' demands and help them in achieving their goals"[4, p. 145].

- Chinese communicative club

Here we have turned to such a phenomenon as "culture of everyday-ness" and introduced a new practice in the curriculum. This notion has established itself in modern philosophic and culturological literature. Culture of "everyday-ness" can be viewed as "a universal way of human existence, which has its own time and space limits. It is a form of organizing everyday routine activities of a person, organizing human relationship, their institutionalization" [2, p. 18].

Structures of "everyday-ness" are often considered self-evident. However, it is "everyday-ness" that lies at the basis of demographic, ethnic, national and cultural formations. Studying everyday culture enables us to understand the fundamental principles of ethnos, nation, culture, civilization functioning.

Everyday culture manifests itself via peculiarities of activities, consciousness and behavior as well as via things, works of art and craft, tools, idiosyncrasy of speech, which characterize a certain group of people. Here we are particularly interested in the discourse of "everyday-ness" by mastering which students can considerably improve their communicative skills and language fluency.

The purpose of the activity is the following: based on the cultural material presented in a native language and linguistic material presented in a target language students are introduced to everyday culture and everyday discourse respectively. The participation of both local and native Chinese teachers and informal casual atmosphere encourage certain positive results. Firstly, the language barrier is removed. Secondly, we create a specific authentic space where students absorb practical details of everyday culture and efficiently master the discourse of "everyday-ness".

The exams module

The center is certified to hold a range of international exams on the Chinese language: HSK – Chinese proficiency test, HSKK – Chinese speaking test, YCT – youth Chinese test (both written and oral), BCT – business Chinese certificate. Students are motivated to participate in international exams as it is confirmation of their progress and a valid document for future employment.

Culture exchange module

Culture exchanges are a logical step forward in learners' studies as they get an excellent opportunity to establish relationships with members of the community of the target culture, practice the language and learn the rules of verbal and non-verbal behavior in different situations and subsystems of everyday culture, to make the effective use of strategies for solving their communicative tasks and adapt to the target culture psychologically. Cultural exchanges include winter and summer camps in China and reciprocate visits between partner schools.

China studies program

According to the Confucius Institute Scholarship program successful students of Confucius Classroom are eligible to be enrolled in degree and non-degree programs for overseas students in over a hundred universities throughout China. There are the following full-time courses:

- One-semester and one-year Chinese language learning program;
- Master of teaching Chinese to speakers of other languages (MTCSOL) program.

Scholarship holders are exempt from registration fees, tuition, accommodation fees on campus and are provided with monthly allowance.

This capstone period in China is viewed upon as a core component of the cycle of learning. Firstly, the students can "polish" the language. But in addition to language proficiency, they get a first-hand experience of cross-cultural communication in different subsystems of everyday culture, "ways of organizing one's life and social interactions, including Chinese behavioral norms, political processes, administrative procedures, instructional practices, and perspectives on world events" [4, p.152]. The experience is crucial for the individual's social, personal and professional independence, as it is considered to be a certain "internship", giving the student a realistic and practical view on their potential social and professional situation, the psychological readiness to navigate in and within the profession, that is to the degree of their professional mobility.

Lately Hanban has diversified the China studies program, giving more opportunities to young professionals in different spheres to complete a scientific research in collaboration with Chinese scholars, get a degree in China, participate in conferences and publish papers.

So we have presented a number of activities worked out and implemented at the center for supplementary education within the frame of "Confucius Classroom" international project. We can state that the described range of modules within the curriculum of the center constitutes a technological cycle of education by means of which a set of goals is achieved: readiness for cross-cultural com-

munication, acquisition of metalinguistic strategies of learning, systematization of linguistic and cultural knowledge, the increase in professional mobility.

From the very start of the project we have been analyzing the changes in the structure of motivational incentives [1] at the beginning and the end of the technological cycle of education and can definitely conclude that learners' professional mobility is increased. It can also be confirmed by the records of subsequent employment of learners.

The technological cycle of education which has been designed and put into practice in the course of work over "Confucius Classroom" international project makes the center a unique type of educational institution with an emphasis on innovation, flexibility and international cooperation. The methodology and practical results of the work can contribute to the development of educational system of Russia.

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Национальные особенности невербальных коммуникационных элементов казахского языка

National specific features of nonverbal communication elements of the Kazakh language

Б.К. Момынова, Ж.Б. Саткенова, Л.Т. Алимтаева

B.K. Momynova, Zh.B. Satkenova, L. Alymtaeva

Аннотация В статье речь идет о том, что национальные невербальные элементы являются функциональными, но вспомогательными компонентами коммуникации, и в основном, активно выражает эмоцию и волю человека. А также параэлементы коммуникации активно участвуют не только в выявлении человеческих эмоции, но и в различных проявлениях оценки человека окружающему миру, конкретному предмету, и т.п. Оценка, эмоция относятся эмоционально-интеллектуальному акту сферы человеческого сознания и являются атрибутами человека. Любой человек, формирующийся как личность в конкретной социальной среде, усваивает характерные для этой среды спопособы жестикуляции и правила их применения и прочтения.

Ключевые слова антропологический подход, антропоцентризм, невербальные элементы коммуникации, мимика, жесты, параэлементы, коммуникация, вспомогательные компоненты коммуникативного акта, паралингвистика, речь, поза, такесика, проксемические и просодические средства.

Summary Article is devoted to the national nonverbal elements, which are considerer to be functional, but with the help of auxiliary components of communication, and generally actively expresses emotion and will of the person. And also paraelements of communication actively participate not only in identification of human emotions, but also in various manifestations of an assessment of the person to world around, or a concrete subject, etc. The assessment, emotion belong to emotional intellectual act of the sphere of human consciousness and they are attributes of the person. Any person who is forming as personality in the concrete social environment, acquires characteristic for this environment, ways of gesticulations and rules of their application and reading.

Keywords anthropological approach, anthropocentrism, nonverbal elements of communication, mimicry, gestures, paraelements, communication, auxiliary components of the communicative act, paralinguistics, speech, pose, takesik, proksemic and prosodic means.

Nonverbal ways – ways of auxiliary character which in language communication are carried out along with words and are accepted by kommunikant. Their participation at the speech act has different character, they can be obligatory, their performance can be optional, only in these ways there can come understanding. Anyway, only with the participation of the mentioned ways in transfer and information exchange they become nonverbal. "Along with speech

perception communicators perceive a great range of information of nonverbal character and react to it, and it often happens behind of their consciousness, at irrational level of perception. Looking in a face of interlocutor speaker fixes and interprets the smallest changes in expression of eyes, movement of muscles of the person. It has no opportunity to stop process of communication and to comprehend all this at the level of consciousness. But there is no need for it, as nonverbal information anyway achieves the objectives. Speed of transfer of nonverbal messages is extremely high and is carried out at subconscious level that allows the person to perceive their infinite number", – the researcher Z.Temirgazina [1, p. 40] writes.

Noting importance of a mimicry and gestures for communication, the author gives more details: "In other words, person who is in the sphere of unfamiliar culture, besides knowledge of the dictionary and rules of grammar, needs to know behavior of speakers of this culture correctly and effectively in order to act in a foreign-language and foreign culture environment. And, according to E.M.Vereshchagina and V. G. Kostomarova, this task is comparable on importance to acquisition of foreign language" [1, p. 41]. This opinion shows the importance of a sign language and relevance of research of a mimicry and gestures, also estimates functions of nonverbal elements at communication. Points to their place in a life of people.

Really, the sign, the word, a sound in language – the special phenomenon because each of them has the signs peculiar only to them, but any of them can't deny each other. On function and value in oral and written languages and semantics they are different objects of research.

Supportive applications of the speech consist of several parts, a complex of signs, supportive sound applications, gestures, a mimicry and gestures. In this regard they are accepted and called paraelements, parameans, nonverbal ways, supportive applications of the speech. The area of research of all in total is called as paralinguistics and plays a part in competence of communication.

Communicative competence is formed gradually and grows stronger in process of human height as the personality. The person as the personality increases the communicative competence through development, possession, understanding and the correct use of not only verbal, but also nonverbal ways, because nonverbal ways are important at the language communication, in certain cases it is obligatory, even in any situations in the communicative ways, which apply and carry-out communication function.

The mimicry and the gestures referred by scientists in a row of elementary signs and recognized new step of semiothis, the phenomenon, standing separate research, they carry out an important role at language communication. Even since national traditions and rituals, position of a body or a pose, both gesture at dance, at the mimicry and gestures of the person are different, and they have different aspect values. By ability of information transfer, values and importance are classified differently.

The place of a mimicry and gestures from the semiotics point of view deserves the separate analysis. From the semiotics point of view the mimicry and gestures belong to difficult signs, their motivation of creation and a cultural semiotics origin aren't similar to other signs. And from the genetic site it is considered one of the semiotics, arisen historical processes of mankind, not born, but appearing then. To such semiotics belong: the mimicry, gestures, пантомимика , intonation, character, a manner to put on, etiquette, religion, art, ethnic (natural) languages [2, p.174]. The author of the mentioned work expresses the opinion on importance of a mimicry and gestures during ritual, dance and game of actors: "Gesticulation and a mimicry – these most close to the nature from semiotics of the person – are cornerstone of those physical movements and actions which make effective and figurative filling of such languages of mankind as ritual, dance, game of the actor. From the called phenomena the most ancient ritual, and the most ancient component in ritual is a physical movement sign" [2, p. 178].

Ritual consists of three components:

- ritual (symbolical) movements;

- mythological pictures;

- verbal formulas.

From them ritual movements are considered as the first of the first from the filogenesical point of view and treat semiotics process. We will pay attention to an assessment of a place of semiotics signs, including paraelements, by consideration concerning language: "According to the latest researches language of symbolical actions both in the history of the certain person, and in the history of mankind precedes verbal language and forms base for assimilation of the last" [3, p. 351].

Researchers of archaic cultures give the facts about great role of ancient nonverbal elements or the rituals which aren't subject to interpretation by words in ancient history of mankind. Nonverbal rituals interpreted by words in comparison with the first were the second level and in development of history of mankind they couldn't turn in obligatory on nature of applicability therefore symbolical character was prevailed at them. "Due to the question of relative chronology of symbolical movement and a verbal component of ritual the etymology of word an oath is indicative. The modern consciousness perceives an oath first of all as verbal ritual act. However judging by etymology, originally the base of an oath was not the word, but gesture", - N. B. Mechkovskaya writes [2, p.179]. If to conduct special researches on etymology of similar words in Turkic languages, it was possible to draw the same conclusions on Turkic languages because there are many similarity of the general moments in history of mankind, general situations and certain stages of development. Thus won't be superfluous to remind that there exist semantic similarities of proverbs and sayings, the philosophical conclusions which are considered as achievement of human reason in spite of the fact that they appear in different corners of our planet.

Feature of customs, character and outlook is learned through traditions and the ceremonies peculiar to only one nation. In works, artworks covering tra-

ditions and customs of the Kazakh people, nonverbal ways in which traditional actions and ceremonies are clearly expressed and described, for example:

сарқыт беру – *to give gifts from a holiday table,* *босағасына мал (аң) байлау* – *to tie cattle to a yurta threshold,* *күйеуге (жездеге) төс беру* – *to serve brisket to the son-in-law,* *ақ байлау* – *to tie white to something,* *төрге шығару* - *to put or carry out on a place of honor,* *босағадан ұзатпау* – *to put or not to give to pass to a place of honor, to hold at a threshold,* *отырған ор-нынан тұрып, ілтипат көрсету* – *to show respect by rising,* *баланың бетіне күйе жағу (*көз тимесін деген ырым*)* – *to spread a child's face with soot, in order not to maleficiate,* *малды теппеу* – *not to kick cattle with a foot,* *сүтті (сүті бар ыдыстың жуындысын) аяқ басатын жерге төкпеу* – *not to pour out milk on a crowded place,* *босағаны кермеу* - *not to stand having leaned on door slip-ups,* *қамшыны алдына тастау (*сөз сұрау кезін-де*)* - *to throw ash before someone (to elicit the word),* *жағасын ұстау (қорқынышты сезім әсерінен жасалатын ишарат я болмаса таңқалу-ды білдіреді)* – *to grab a collar,* *төс түйістіріп, құшақтасу* - *бітімге, келісімге келу (*Екі жақтың игі жақсылары бітім болғанына қуанысып, *төс түйістіріп құшақтасты* [Ә.Кекілбаев. Үркер, p. 283] – *to embrace adjoining a breast,* *құранға қол апару //тигізу* – *ант беру* – *дать клятву держа Коран на руках,* сөзінің, ісінің адалдығына құранды *куәге тарту (*Ханнан кейін *Құранға* Бөкенбай батыр *қол апарды)* [In the same place, 349 p.] – *to show the Koran as proof of honesty, in truthfulness of the told word and etc.*

It is possible to refer the gestures used for expression of completion of tea drinking to gestures which are often applied in a life and received national char-acter:

Әбілқайырдың бетіне өң жүгіріп, көз алдының да әлгі бір қабарыңқы кіреукесі тарап, *кесесін төңкерді* [In the same place, 7 p.]. *to turn a cup* – *кесесін төңкеру.*

Мәті *кесенің аузын алақанымен қағып* шай ішіп болғанын білдірді [In the same place, 47 p.] Алақанмен қағу – several times to adjoin a palm of drinking bowl top.

Әбілқайыр кесесін сарқып, *бетін алақанымен басты* [там же, p.51]; Кесенің бетін алақанмен басу - to cover drinking bowl top with a palm.

Шал сөзін үзіп, *кесесін төңкерді* [там же, стр.54]. In the given examples gestures *кесесін төңкерді – to turn a drinking bowl, кесенің аузын алақанымен қақты, бетін алақанымен басты, кесесін төңкерді* designate that the person got drunk to tea and satisfied thirst.

There are following types of gestures with national character which are carried out at a greeting:

Табалдырықтан аттай *сала қамшысы салаңдаған оң қолын омырауына апарып, тағзым етті* [In the same place, 7 p.] This gesture belongs to complex component, complex gestures because some actions are carried out at once. The key information transferred this gesture – the address with a greeting, worship of the simple people to the khan, sitting in a place of honor. This gesture except a greeting also designates submission, obedience.

It is possible to give the following examples to types of the gestures connected with a greeting and worship. Their verbalization isn't similar at each other. Distinction not only in the verbalization version, but also in values transmitted by them. For example:

1.Үйдің оң жағына шығып, қарап тұрған әйел қарсы жүруге қаймығып, анадайдан тізе бүгіп, сәлем етті [In the same place, 24 p.]. ***Тізе бүгіп, сәлем етті*** - squatting on knees he makes a greeting.

*2.Ортадағы сары ала шатырға жеткен соң бәрін шыр айнала қоршап тұрып ап **мінажат қылды**. 3.**Иіліп-бүгіліп бастарын үш рет жерге тигізіп тағзым етіп,** орындарына кеп отырды* [In the same place, 144 p.]

In the second example the gesture which is carried out at the address to god is shown, when reading a prayer (мінажат қылды). Touching with head to

sadzh three times and when reading a prayer differs on sense from the address with a prayer to god which means worship to god. They – different both in a form, and on sense.

The ethnographer S. Kenzheakhmetuli expresses his opinion about national nature of gestures: "In traditions and customs of the native people created in the ancient time we can see a lot of psychological actions and noteworthy. Among them there are containing the certain sense, interesting and terrible concepts in which the feeling of sense, moods, actions transferred by a mimicry, gestures and which precisely represent them. They are called traditional gestures. Our people were able to express accurately the thoughts and opinions and to make affairs not only with actions, force or the speech, but also with a silence – a facial expression, gestures" [4, 25].

There are the types of gestures similar to occasional words. As an example it is possible to provide gesture (*Мұрнының ұшына күлкі ойнаса*) in A.Kekilbayev's novel "Urker" «*Мұрнының ұшына күлкі ойнаса, Бөкенбайдың көңіліне онша жаға қоймайтын сөз айтылып жатқаны*» (118 p.) - (a literal translation: *мұрнының ұшына күлкі ойнаса* - laughter on a nose tip). It is possible to note that it is very seldom used gesture or the gesture met only in work of A.Kekilbayev.

Smile expressed by a human mimicry, *laughter*, or *sadness* from the cultural point of view are conditional. In this case gestures turn into means of expression of positive and negative feelings, emotions and are considered as their stereotypes. The general for all mankind laughter at pleasure also cry at grief – the typical phenomena on semiotics. The happiness and pleasure, satisfaction and excitement, feelings of gratitude and grief are shown through laughter and cry. Even their values on situations are different.

Types of a mimicry and gestures – sign units, their values change on communicative circumstances.

At expression of gesture of confusion and recognition of fault similarities between prosodic and kinesic ways sometimes are observed: Ball *Бала төмен қарады* . Төмен қарады – bashfully looked down.

Fault recognition, feeling of confusion are also transferred in other kinesic ways. For example, *Қабай **мойны салбырап**, атын жетектеген күйі күймемен қатарласа жүрді* [In the same place, 36 p.]. Мойны салбырау – to hang the head.

Prosodic ways or means which are formed by means of a sound at communication in the Kazakh language, can be divided into groups:

a) way of voting with the purpose to turn attention of people:

Әз ханым болмашы жөткірініп, сәл-пәл қозғалақтады. The *expectoration* (жөткіріну) is carried out by voting, but it is not cough, i.e. the person wants to tell something or in the Kazakh traditions dear person can clear the throat to call for silence, thereby hinting at providing the word. In such cases the gathered calmed down and paid all attention to the coughed up. As a rule, such behavior was permitted by the respected, esteemed people to old men, the mighty of this world or speakers.

b) prosodic way in value of intention, a request to allow to enter the house. For example, in page 6 of the novel "Urker" (A.Kekilbayev) which opens destiny of the people during Hang Tauke's board, then Hang Abulhair, action of the khan, communication of Kazakhs with джунгарами and oirat, the reasons of accession to Russia, there is the offer "Оң жаққа келіп тамағын кенеді". Gesture – a *tussiculation*. In Kazakh traditions quest doesn't embarrass house, having waited at a door, expresses the intention to enter the house, thus. *Tussiculation* – the paraway carrying out full communication function and transferring information.

Offers with this gesture are given in several places "хан тамағын кенеді" (p. 26), "манадан бері сөзге араласпаған Сары *тамағын кенеді*" [p. 152], "Батыр *тамағын кенеді*" [p. 293], "Тевкелев тағы да *тамағын кенеді*" (p. 336), "Таймас келіп *тамағын кенеп* қойды" [p. 355], "Бір уақытта әл-

декімнің қасына кеп үсті-үстіне *тамақ кенегенінен* оянып кетті" [p. 324]. It is possible to determine the concrete value of sentences with the help of previous or subsequent followed phrases.

Introduction of a mimicry and gestures in speech structure for specification of a certain value without participation of a voice and specification of value of a mimicry and gestures by words of the author is carried out by each author differently. We will give examples from the novel "Urker":

Хан қабағын шытынды [p. 7]. Gesture in this sentence - *қабағын шытынды – to frown*. The reasons of this gesture can't be learned from this sentence. But in national consciousness of Kazakh formed the stereotype that if the person takes offense is, isn't happy or suffers, he frowns. However there is also a deviation from a stereotype, we can see it having read the following: *Хан қабағын шытынды. Онысы «әңгімесін бұзбай тыныш отыр!» дегені болса керек (a hint on silence observance).* So the author by the own words explains both the reason, and value of gesture.

Thus, designation, definition of a place and studying in language communication of system of nonverbal ways in which national specifics with prevailing national semantics flush with national and cultural, oreolny words, phrases, ordering, specification of ways of transfer by verbal ways (definition of lexical and grammatical ways), determination of features at the translation, to describe homonymic, synonymic, polysemic, antonimic characters, i.e. stylish colourings, also creation of full lexicographic characteristic – an actual problem of researchers of Kazakh language and in the traditional direction, and in the new anthropocentric direction.

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Традиции и инновации обучения культуре речевого общения в профессиональном образовании

Traditions and innovations in teaching culture of verbal communication in professional education

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O.M. Osiyanova

Аннотация Статья рассматривает проблему коммуникативной подготовки студентов в образовательном процессе высшей школы. Автором предлагается инновационная система обучения культуре речевого общения, обеспечивающая коммуникативную подготовку студентов в контексте их личностного и профессионального развития. Опора на ценностную систему ориентиров (цель, знания, принципы, опыт, стимулы) выступает необходимым условием совершенствования качества речевого общения и отношений, что подтверждено результатами опытно-экспериментальной работы.

Ключевые слова коммуникативная подготовка; речевое общение; субъектно-ориентационная система обучения; субъектно-ориентационная технология; ориентиры.

Summary The article touches upon the problem of communicative training within the educational process of higher educational institutions. The author suggests the innovation system of teaching verbal communication culture, ensuring communicative training of students in the context of their personal and professional development. The value system of reference points (goal, knowledge, principles, experience, stimuli) is an essential condition for mastering the quality of verbal communication and relations which is proved by the results of experimental teaching.

Key words communicative training; verbal communication, personally oriented system of teaching, subjective-oriented technology, reference points.

Teaching culture of verbal communication in the educational process of higher educational institutions seems particularly important due to the current tendency of states interaction on various levels, complication of socio-cultural

contacts of people, which take place in the circumstances of globalization and international integration and determine the necessity to train highly skilled competitive specialists who would meet the international standards and be ready for intensive activity and cooperation.

Among all professional qualities such skills as listening, speaking, persuading and ability to work with different kinds of information, to hold negotiations, coordinate your actions with those of partners and do teamwork are highly estimated. So communicative training in a native or foreign language within the educational process meets the requirements of modern standards of professional education aimed at the development of a communicative and open personality who is able to work preventing conflicts, creating atmosphere of emotional balance and mutual understanding with the surrounding people [2].

The analysis of teaching verbal communication in this country and abroad reveals several approaches presented in linguistic, psychological and pedagogical papers: rhetorical, developed by modern rhetoric (A.A. Vvedenskaya, A.K. Mikhalskaya, L.G. Pavlova, I.A. Sternin); socio-psychological, based on active methods of group work (E.N. Emelianov, G.A. Kovalyov, L.A. Petrovskaya, E.V. Rudenskiy, A.U. Harash); cultural, directing attention to different aspects of speech perfection and communicative culture (V.A. Artyomov, B.N. Golovin, V.V. Kolesov, M.P. Senkevich, V.G. Kostomarov, V.V. Sokolova, S.G. Ter-Minasova, M.O. Faenova, K.N. Khitrik, W. Labov, G. Lakoff) and communicative, presented by different strategies of communicative competence formation (I.L. Bim, R.P. Milrud, E.I. Passov, I.L. Pluzhnik, E.N. Solovova, V.P. Furmanova, I.I. Khaleeva, C. Brumfit, A. Holliday, W. Littlewood, H. Piepho, J. Sheils, H.G. Widdowson).

However the problems of teaching culture of verbal communication haven't been solved yet. Quite often the methods and techniques used in educational process have an object-oriented character and leave aside the subject of communication, the communicator himself. Our research presents the innovation system of teaching verbal communication culture, ensuring communicative

training of students in the context of their personal and professional development. It is based on the system-subject-oriented approach which is the integrative combination of system and subject-oriented approaches.

The approach provides dedicated teaching culture of verbal communication by means of reference points (goals, principles, knowledge, experience, stimuli). The system of reference points is able to influence the behavior of communicators (linguistic tools, speech style, communicative actions, way of thinking, mindset, emotions), thus providing qualitative change of the position in communication, which targets achievement of subject-to-subject relations [3, p. 16-17].

Reference points are dynamic; they form different hierarchical structures on various levels of verbal communication. At the same time *goals* play the decisive role in communication together with their motives and appropriate means. *Principles* based on the unity **of** perception and communication imply taking into account the recipient, his value orientations, space and time conditions of verbal communication. *Knowledge* includes: knowledge of the language system and the role of communicative culture in professional and personal development; value orientations of other people expressed in their ideals, needs, interests; knowledge of one's own positive and negative sides.

Experience represents the integrated experience of verbal communication with different categories of people (age, gender, social status, profession): experience of application the so- called "ready-made knowledge" for orientation in practical and educational situations; experience of application already established ways of different kinds of human activity; experience of creative activity; experience of emotionally-value attitude to the world. *Stimuli* motivate further communication raising the effectiveness of interaction.

The innovation system of teaching verbal communication culture in professional education implies realisation of subjective-oriented technology which is based on the theory of systematic mental actions and notions formation worked out by P. Galperin [1]. According to this theory the process of teaching

culture of verbal communication is aimed at formation of orientation, performing and monitoring parts of a speech act. Orientation part is responsible for the defining the aim of verbal communication, the choice of its means and forms with the help of reference points. Performing part realizes the verbal communication on the basis of the set up reference points' hierarchy. Monitoring part compares the results with established samples and if it is necessary it ensures correction of orientation and performing parts (more precise definition of the aim, changes in the reference points' hierarchy and their content).

The subjective-oriented technology provides verbal communication culture formation according to the cycles and stages. Cyclic teaching is determined by the sequential change of dominant aim in each of them: the first cycle – teaching verbal perception culture, the second cycle – teaching verbal expression culture and the third cycle – teaching verbal influence culture. The last one determines the subjective position of the speaker.

In the three-cycle technology that we have developed, every cycle includes three sequential stages (projection, activity, control and assessment). The first stage directs the whole process of teaching based on the system of reference points (goals, principles, knowledge, experience, stimuli). The second stage aimed at cooperation and communication skills ensures the perfection of verbal communication culture (elaboration of one's own schemes of communication using reference points, analysis of situations, discussions, self-esteem). The third stage carries out diagnostics, correction, control and assessment (oral and written tests, expert judgments, etc.).

Reference points system is an essential thing for successful transition from the lowest level of one's verbal communication culture to the highest one. At the lowest level the speaker masters the technique of interaction and mutual relations. His verbal communication is carried out according to samples, the algorithm, using stock phrases and verbal cliché. The next level is characterized by the independent use of reference points adequately chosen according to the situation of communication. The highest level differs by the speaker's ability to

plan and realize his verbal expression and influence independently in a new non-typical situation of communication.

Thus every cycle of the technology has its own goals and objectives, according to which the work of the teacher and the students is arranged, and implies adequate methods and means of teaching. The key technological element, ensuring the interaction of the participants in the teaching-learning process is a dialogic personally oriented situation.

It should be also noted that the cyclic nature of the verbal communication culture formation is determined by the change of functional purpose of references. The frame of references serves the means of control of the orientation activity of students during the first cycle, the basis of unassisted activity during the second cycle, and transforms into value references for communication during the third cycle, thus providing the transition of the students' activity from the category of controlled activity to the category of unassisted activity. Besides it is to be underlined that all cycles and stages of the technology are interconnected and work as an integral system. The cyclic subjective-oriented technology ensures permanent progressive verbal communication culture formation based on unassisted orientation of a student in the course of his activity.

While encouraging stage-by-stage accumulation of knowledge, development of communicative skills, formation of a value system, relations and adequate self-esteem, usage of personally oriented system of teaching together with its subjective-oriented cyclic technology in the educational process of a higher educational professional institution ensures transformation of subject-to-object relations to subject-to-subject relations, which is achieved through gradual extension of the sphere of participants' verbal communication [4; 5].

The appropriateness of the innovation system realised in the course of teaching different subjects within the educational process of a higher educational institution is proved by the results of experimental teaching.

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От культурной индифферентности индифферентности к межкультурной компетенции

From Cultural "Blindness" to Cultural Awareness

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Аннотация В данной статье речь идет о развитии межкультурной компетенции студентов. Подчеркивается, что целью обучения профессиональному английскому языку в современной России является подготовка студентов к успешному овладению основными аспектами языка и приобретение знание культурных особенностей страны изучаемого языка. Приводятся методы, с помощью которых процесс межкультурного развития становится неотъемлемой частью специалиста.

Ключевые слова Межкультурная компетенция; толерантность, эмпатия, культурные ценности; межкультурные различия; взаимопонимание, условия успешного общения.

Summary The article focuses on the intercultural competence of students. It is highlighted, that the goal of teaching professional English in modern Russia is to prepare students to communicate in a way that will lead to success in their future careers. It outlines the tools that can be used to assess competence development, and propose training schemes to enhance competence. The Intercultural development methods are used for an assessment of would-be customs officers' intercultural competence – a cultural component of communicative competence.

Keywords Intercultural competence; cultural sensitivity; intercultural development; tolerance, empathy, cultural values; appreciate cultural differences; beneficial attitudes.

We live in a constantly changing global and mobile world. Contemporary world is like a "melting pot" of different cultures. From large international organizations to work teams or small groups in college classrooms with members from diverse cultural backgrounds, communicating with others is inevitable. So it is becoming important to create an understanding and awareness of cultural values and intercultural communication competence. The latter requires not only to recognize and appreciate cultural differences, but also to develop skills to interact effectively with others. The college classroom is a prime unit that enables instructors to teach students this important skill relevant in both professional and personal development.

The ultimate goal of teaching professional English in Russia is to prepare students to communicate in a successful for their careers way. The students should be able to apply these skills in a way that would lead to cooperation with their international partners. To reach this goal they need to obtain intercultural competence. We believe that the task of teaching a foreign language is not only to teach students the knowledge of the language itself but also to prepare them for intercultural contacts, in other words, to teach them to recognize cultural diversity and difference in people to teach them using the new culture of a foreign language, learn to see the others in a new way.

According to some scholars, the development of intercultural competence includes the following aspects: empathy; ability to distance themselves from

their position, recognition of cultural diversity, tolerance; cultural identity. Cultural identity is understood as human conscious acceptance of the cultural norms and patterns of behavior, values, understanding of the personality from the standpoint of the cultural characteristics that are taken in a given society, self-identification with the cultural patterns of the society. We consider the following stages of intercultural communicative competence development: cultural empathy; awareness of different cultures; cultural tolerance.

We consider intercultural competence as an important part of professional communicative competence of specialists in various fields. It is very important for the students of Customs Academy as they will have to communicate with people of different ways of life, behaviors, and cultures. Language ability and explicit knowledge of cultural characteristics alone do not suffice for intercultural competence. Nor is intercultural competence acquired by visiting a foreign country. The development of intercultural competence is a long, complex and multidimensional process. It can be defined as "…the ability to communicate effectively in intercultural groups, based on intercultural knowledge, skills and reflection" [4, p. 405].

One of the attitudes beneficial to intercultural learning is therefore a general openness for and appreciation of cultural diversity and an ability to deal with individuals from foreign cultures in an open, curious and unprejudiced manner. This openness and appreciation of cultural diversity can be promoted through cultural education or language learning. A "cultural blindness" for foreign languages and cultural backgrounds can lead to difficulties in understanding and conflict situations. A key factor in intercultural competence is openness to unknown facts and behaviors and reflection on experiences acquired.

Successful institutions, companies and employees are those who see cultural diversity as an opportunity, as something that can be learned, managed, and made use of, and who are willing to develop their intercultural competence. Foreign language teachers of the Rostov-on-Don Branch of Russian Customs Academy do their best to become a successful setting. We teach not only Russian

students, but also representatives of CIS countries (Tajikistan, Kazakhstan, Uzbekistan and the Ukraine), young people from Dagestan, Ossetia, Chechen Republic, and some others. Recently we have asked 150 students of different nationalities to participate in the Questionnaire "Polycultural World of my Academy". The results of this poll are very interesting from the point of view of the attitudes of members of different cultures to Russian culture, mentality, education and the way of life. Here are some extracts from their answers: "I feel myself at home in Russia", "First it was a little bit embarrassing and strange, but with the course of time everything has become natural", "It was not comfortable at the beginning, but I've tried my best to communicate friendly with other students and felt their support", "Now Russia is my second homeland", "I like everything here". Unanimously they affirmed that they were ready to communicate with students from other countries openly and in a friendly manner. They share their views, interests and problems with Russian students. Supervisors help them in this process. Of course, developing intercultural competence is a slow, gradual learning process consisting of foreign language studies, intercultural training, and experiences of other cultures and their people. We try to focus on the following issues: customs and traditions of English – speaking countries, cultural stereotypes, celebrations, family life, sports and games, hobbies, etc.

Developing students of the Rostov-on-Don Branch of Russian Customs academy cross-cultural competence supervisors implement different methods:
- using short films, or the Internet to illustrate an aspect of the foreign culture;
-watching computer presentations about their own country and other countries;
- practicing different games;
- dramatizing situations about the foreign culture;
- role-playing situations in which people from different cultures meet;
- comparing aspects of different cultures;

With the help of all these methods teachers try to make focus on intercultural competence development alongside with linguistic skills. We also instruct students to incorporating scientific research work into intercultural competence. These methods are implemented to increase the students' motivation, to raise interest to the country by informing students about the background of the region, culture of the country, to find out what students know about the country, to include a personal approach, to start discussing challenging stereotypes.

Teachers should bear in mind that any culture is considered to develop its own way of treating some general concepts, such as time, space, nature, leadership, power, individualism, etc. We explain to our students that English-speaking countries belong to the so-called "doing cultures". They are characterized by a positive attitude to action and initiative. Englishmen bear great responsibility for everything they do. Russian culture belongs to "being cultures" oriented basically to accepting the status quo. The effect of this attitude is putting responsibility of the action on somebody else, some forces that are out of the speaker's control. These tendencies of the languages and cultural values may have practical and direct effect on intercultural communication. We suggest that culturally relevant information should be introduced into the process of teaching from the very beginning and permanently reinforced. So we lead our students from cultural "blindness" to cultural awareness.

The use of authentic material plays an important role in cross-cultural competence: texts from foreign textbooks, newspapers and magazine articles devoted to issues of different branches of Customs service of various countries, rules, regulations, contracts, etc. Most effectively, in our opinion, is the use of pragmatic material providing close insight into realities of the country and reflect communicative situations that are close to reality. In the field of customs business professionals have to deal with different types of texts: laws, regulations, projects, reports, forms, certificates, declarations, orders, reports, forms, various letters, etc. These texts, designed to develop the skills of professionally oriented reading, should reflect the main areas of professional communication,

have socio cultural and regional geographic significance. Naturally, to explore themes such as "Customs Service of the Russian Federation", "Customs services of Great Britain (America, New Zealand, Australia, etc.), "Smuggling", "Activities of international organizations (Interpol, Europol)", "Types of crimes and penalties", "Customs Control" and others teachers select and adapt special, professionally oriented texts from the Internet, from textbooks in English for students of Customs Business, Economic, Law faculties, prepare presentations on the research topics. On the basis of these texts, teachers develop tasks for written work, lexical and grammatical tests for control by module-rating system make up portfolios for extracurricular work.

New learning environments are being developed to support and supplement the traditional ones. The term new learning environment refers to new pedagogical and educational approaches together with opportunities provided by information technology. One of the new learning environments is multimedia. Besides referring to a computer presentation, the term multimedia may refer to a media mix, i.e. text, photos, animation, video, sound, and special effects. Even if nothing can entirely replace face-to-face tuition and learning, information technology should also be made use of when providing training. In our every day activity we follow several programs, for example –"Interchange". It is a programmed learning package consisting of critical incidents [2, p.216]. They are short descriptions of situations where there is a problem of cultural adaptation. It's of interest to note, that these incidents are followed by alternative explanations and feedback. Trainees are expected to choose the best explanation.

In many fields of training and learning we find it possible to create real-world problems to be simulated, in other words, practice and solve them with a computer program or application. This holds true to intercultural training, too. In an attempt to create an environment where students feel comfortable discussing their own cultural values and developing intercultural communication competence, we offer them to participate in a students' scientific society "The Globe". It's a club for students of different cultures incorporating a cultural component

into English language teaching and learning. We use the Culture Assimilator method approach [1, p.167] trying to develop intercultural training. The method is research-based (has its theoretical foundation, continuous feedback, and self-paced learning). Information is acquired by the process, which simulates the experience of entering a new culture. The method of "intercultural interactions" [3, p.114] is supposed to: increase intercultural tolerance and empathy, improve cultural knowledge, help to communicate more effectively, develop the ability to analyze.

Intercultural competence should be understood as part of knowledge management, as a tool of strategic thinking and planning, as a source of competitive advantage and added value, the development of which should be started as early as possible. Teachers of foreign languages do their best to become intercultural facilitators. Developing intercultural competence is developing the ability to be effective in life and career. The effect of intercultural training includes creating more cross culturally trained people. Developing intercultural competence experiences of other cultures are of major importance.

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УДК 378

Возможности использования мультимедийных средств обучения

Potential of Multimedia Learning Tools

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Аннотация   В данной статье автор рассматривает различные определения мультимедиа и упоминает разнообразные мультимедийные средства обучения. Автор рассматривает потенциал использования мультимедийных средств обучения и выделяет некоторые положительные стороны данного использования.

Ключевые слова   Мультимедиа, мультимедиа технология, мультимедийные средства обучения, эффективность, потенциал, навыки

Summary   In this article the author provides different definitions of multimedia and mentions various kinds of multimedia learning tools. The author considers the potential of multimedia learning tools usage and singles out some positive sides of its usage.

Key words   Multimedia, multimedia technology, multimedia learning tools, effectiveness, potential, skills

Many teachers and educators consider a primary goal of education to be educational effectiveness. In order to increase such educational effectiveness, educators should use some effective teaching methods which are assisted by advanced technology, such as multimedia, that is suitable for any learning style. The present learners are becoming more innovative.

Multimedia computer based training and learning have become mass phenomenon. Although not all resources of multimedia are fulfilled. Here we can observe the main problem which is revealed while using multimedia computer based training and learning. So the problem refers to distinguishing effective and non-effective multimedia technologies.

Multimedia technology is commonly used, so we can not single out only one its definition. Multimedia can be identified as information technology; in-

formation-carrying medium; modern mass medium and multimedia program; multimedia product, etc.

Many educators agree that multimedia include different sorts of information, such as text, graphic, animated, audio and video information, which enables usage of various ways of structuring, presenting and integrating according to the aim.

There are different multimedia learning tools designed for teaching and learning and they have been proven effective in accelerating the process of learning. Under multimedia learning tools we understand loudspeaker system, sound card, microphone, camcorder, projector, interactive whiteboard, computer, tape-recorder, CD-player, and others.

Multimedia technology enriches the content of computer based education by providing media rich study materials for learners. Moreover, it changes the way that the learners are interacting with computer systems. Experiences of the researchers in evaluating the quality of learning from hypermedia documents has been highly positive and it has been established that some of the positive attitude is due to the novelty of the medium.

In educational process multimedia learning tools can be used to work up practical skills, improve quality of education in different spheres and develop critical thinking.

Multimedia learning tools help to increase effectiveness of educational process. Firstly, multimedia learning tools let us imitate difficult real situations and experiments. Secondly, they can visualize dynamic processes and abstract information. Multimedia learning tools improve cognitive skills. Finally, they simultaneously use different sensory canals uniting information.

Multimedia technology empowers the teaching and learning process. It allows educators to include multiple media into the teaching materials and makes the study more interesting or even more motivated. It improves the quality of education as well as the interaction between teachers and the students. Moreover, it encourages and enhances learning as well as individual creativity and innovation.

The conventional education framework (figure 1) consists of two main participants: Educator and Learner. The communication between these two participants is basically a one way process.

Educator | information → | Learner

Fig. 1 - The conventional education framework

Educator normally plays the role as information provider who delivers knowledge to the learners. Learner receives this knowledge.

Multimedia has the capability to empower the constructivist approach for learning through self explorations, collaborations, models, simulations and creating media rich study materials. Pictures, video and sounds are incorporated in a structured manner facilitating the learning of new knowledge much more effectively. The interactive nature of multimedia can also provide the learners more flexibility to adapt to their own learning strategies. It enables both the educators and learners to work together in an informal setting. The role of educators and learners are extended. Figure 2 demonstrates our view of multimedia courseware as a communication channel between teachers and students which re-engages and accelerates the education process.

Educator — Information / Knowledge → Multimedia Courseware — Knowledge / Information / Innovation → Learner

Fig. 2 - Multimedia accelerates the educational process

With multimedia learning tools the learners can engage in more creative work encouraging innovations. The interactive visual representations enable students to communicate their ideas more effectively in an informative manner. Learners can have access to them regardless of the time and space. They are able to influence the learning process, i.e. learners firstly can study the material which they are interested in most of all and can revise it as many times as they need in order to understand it better.

All in all, the usage of multimedia learning tools in educational process has great potential. The usage of different sensory canals and active learner's partaking enable to work up and reinforce new knowledge and new skills. For realizing the potential of multimedia it is necessary for learners and educators to have sufficient level of training. The result of such activity may exceed learner's expectations.

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俄罗斯叶卡捷琳堡广播孔子课堂的现状及发展问题

Текущая ситуация и дальнейшее развитие Школе Конфуция РГППУ-МРК

The Current Situation and Further Development of Confucius Classroom RSVPU-CRI

程 谟

(国际台叶卡捷琳堡广播孔子课堂 中方负责人)

Чэн Мо

Cheng Mo

【摘要】孔子学院既是语言文化交流的平台，又是增进中国与世界各国人民友谊的桥梁，俄罗斯孔子学院的建立为增进中俄友谊发挥了重要作用。由于孔子学院在全球范围内发展速度较快,在其建设过程中必然会遇到了一系列的问题和挑战。本文对俄罗斯国立职业师范大学广播孔子课堂的发展情况进行调研，对课堂的教学模式进行分析，总结已有的经验，加强文化传播，力求为中俄两国间的文化交流沟通做出更大贡献。

【关键词】孔子学院 俄罗斯 广播孔子课堂 汉语教学 文化传播

Аннотация В качестве платформы для языковых и культурных обменов, Институт Конфуция способствует дружбе между китайским народом и людьми во всем мире. Его филиалы в России также играют важную роль в укреплении китайско-российских от-ношений. Поскольку проект «Институт Конфуция» быстро распространяется по всему

миру, в ходе его разработки возникло много проблем. В статье речь идет о развитии Школы Конфуция RSVPU-МРК, анализируется модель обучения и обобщается опыт, для того, чтобы внести еще больший вклад в культурный обмен между Китаем и Россией.

Ключевые слова Институт Конфуция, Россия, Радио Класса Конфуция, преподавания китайского языка, культурного распространение

Summary As a platform for linguistic and cultural exchanges, the Confucius Institute promotes the friendship between Chinese people and people around the world. Its branches in Russia also play an important role in strengthening Sino-Russia relations. As the Confucius Institute project spreads fast around the world, it has meet many challenges during its development. The article focuses on the development of Confucius Classroom RSVPU-CRI, analyzes the teaching model, and summarizes the experience, so as to make greater contribution to the cultural exchanges between China and Russia.

Key Words Confucius Institute, Russia, Radio Confucius Classroom, teaching Chinese, cultural spread

为顺应各国对学习汉语和中国文化的迫切需求，孔子学院应运而生，近年来发展十分迅速，深受世界各国的关注。孔子学院是中外合作建立的非营利性教育机构，以建设一个持久和平、共同繁荣的和谐世界为宗旨，是中国在海外推广中国语言文化的重要机构，其最重要的一项工作就是给世界各地的汉语学习者提供规范、权威的现代汉语教材；提供最正规、最主要的汉语教学渠道。成立 9 年来，通过中国语言文化信息和价值观念的对外投射和相互流通，在全球范围内推动"学汉语"热潮，提高了中国语言文化的吸引力和影响力。它给传统意义上的对外汉语教学事业带来了空前的发展机遇,使其发生了革命性的转变,使对外汉语教学变革从学科建设上升到汉语国际推广或汉语国际教育。

孔子学院既是语言文化交流的平台，又是增进中国与各国人民友谊的桥梁，以建设一个持久和平、共同繁荣的和谐世界为宗旨，其使命是: 增进世界对中国语言和文化的了解，发展中国与其他国家的友好关系，促进世界多元文化的发展，为构建和谐世界贡献力量。该机构面向世界开展汉语教学和中外教育、文化、经济等方面的交流与合作，内容包括: 面向社会各界人士，开展汉语教学; 培训汉语教师，提供汉语教学资源; 开展汉语考

试和汉语教师资格认证;提供有关中国教育、文化、经济及社会等的信息咨询;开展当代中国研究等。

据来自国家汉办的消息，自 2004 年 11 月 21 日全球第一所孔子学院在韩国首尔成立以来，截至 2013 年年底，已在 120 个国家建立了 440 所孔子学院和 646 所孔子课堂，注册学员达到 68 万人。计划到 2015 年，全球孔子学院达到 500 所，孔子课堂达到 1000 个，学员达到 150 万人，其中孔子学院（课堂）面授学员 100 万人，网络孔子学院注册学员 50 万人，专兼职合格教师达到 5 万人，其中中方派出 2 万人，各国本土聘用 3 万人，将大力发展网络、广播、电视孔子学院。

今天，孔子学院已成为世界人们所熟知的对外传播中国文化窗口，但是广播孔子学院却鲜有人知。广播孔子学院即中国国际广播电台广播孔子学院。2007 年 12 月 6 日，经国家汉办授权，广播孔子学院在国际台成立，开创了国际台汉语国际推广的新局面。广播孔子学院依托多语种、多媒体优势，以广播孔子课堂、无线广播、在线广播等为载体，秉持"用母语教汉语"理念，用 60 余种外语向世界各地的学员教授汉语，宣讲传播中华文化。依托众多国际台海外听众俱乐部，用 60 余种语言向全球汉语学员传播中国文化。当前正在构建的以"中国文化大全"为核心的多语种汉语教学平台，打造以 61 门语种、全业务媒体形态的中国国际广播电台网络台 (CIBN)和 www.Confuciusclass.com 为域名的多语种汉语频道的建设，这些都将实现全球汉语学习者的有效相互交流。

成立七年来，中国国际广播台已在俄罗斯、意大利、芬兰、肯尼亚、孟加拉、巴基斯坦、尼泊 尔等国建立起 13 家广播孔子课堂。开发了《每日汉语》、《实景汉语》等深受学员喜爱的多语种教材，搭建了无线广播、网络传播、互联网电视、IPTV 等多媒体、多终端汉语教学平台，推出和承办了《你好，中国》等重要文化推广项目，展示国际台作为对外媒体在

传播汉语方面的优势。第五届孔子学院大会教材展上，由国际台与国家汉办合作开发的 38 语种《每日汉语》图书教材和 36 语种的网络课件，以及为俄罗斯"汉语年"策划实施的《你好，中国》多媒体读物等获好评。根据俄罗斯当地媒体统计，2010 年 6 至 11 月期间，俄罗斯报纸、通讯社、电视台和广播电台等 4 家国家级媒体同步刊发与播出了《你好，中国》。仅俄罗斯电视观众就达 5200 万人次。国际台计划明年起打造多语种的《你好，中国》多媒体文化读物，并作为汉语推广和中国文化推广的常态化项目来运行。

当前国际台"学汉语"节目为数以千万计海外受众学习汉语提供服务，中国国际广播电台广播孔子学院将成为各国人民学习汉语言文化、了解当代中国的重要渠道。

孔子作为中国传统文化的代表人物，是为世界所公认的。选择孔子作为汉语教学的品牌正是中国传统文化复兴的标志。孔子的学说传到西方，是从 400 多年前意大利传教士把记录孔子言行的《论语》一书译成拉丁文带到欧洲开始的。秉承孔子"和为贵"、"和而不同"的理念，孔子学说已走向了五大洲，推动中外文化的交流与融合, 向世界传播孔子思想, 能够帮助外国了解中国优秀的文化传统, 认识中国市场经济背后的文化因素。各国孔子学院的建立，正是孔子"四海之内皆兄弟"、"和而不同"以及"君子以文会友，以友辅仁"思想的现实实践。

尽管有着共同的宗旨和使命，由于国情不同，俄罗斯境内的孔子学院在建设和发展中面临的具体情况和问题仍有别于其他国家和地区。自 2006 年 12 月首家孔子学院在远东国立大学挂牌成立至今，俄罗斯境内已经建立孔子学院 18 所，孔子课堂 4 所，该数量在某种程度上说明了国际汉语推广工作在俄罗斯的成绩，但是，对于一个国土面积超过 1700 万平方公里、12 个百万人口城市的国家来说，这还远远不能满足日益增长的汉语学

习热潮在俄罗斯的整体需求。随着两国边贸活动和旅游业的日益增长，对汉语学习起到了巨大的推动力量，学习汉语已成为一种时尚。

俄罗斯国立职业师范大学广播孔子课堂是国际台承办的第五所孔子课堂，成立于 2008 年 6 月，以国际台俄语广播在俄罗斯叶卡捷琳堡市的听众俱乐部为基础，与俄罗斯国立职业师范大学携手合作，为乌拉尔地区大、中、小学生及各类人员通过面授、广播和网络等形式提供了汉语教学服务，开设教育类非学历、应用性汉语学习课程及专业汉语和公共汉语学习课程。

语言是文化的载体,如何充分发挥汉语作为中国灿烂文化的载体,使之加快汉语的国际化推广进程,课堂的汉语教学至关重要。六年来，广播孔子课堂的学员人数稳中有升，截至到 2013 年年底，课堂学员人数达 260 人左右，这些学员大致可分为两大类，在校学生和已经参加工作的社会人士。他们学习汉语的动机主要有以下三个：

第一，学业及就业需要。为支持孔子学院建设，促进汉语国际推广和中国文化传播，培养合格的汉语教师和汉语人才，孔子学院总部设立奖学金项目，资助外国学生、学者和汉语教师到中国的重点高等院校攻读汉语国际教育专业硕士学位，或学习汉语言文学、中国历史、中国哲学等专业。该项目设立于 2009 年，截止 2012 年，共资助来自 150 个国家的 16,000 余人来华免费学习，并享受一定数额的生活补助。根据汉办 2014 年奖学金招收要求，就目前来看，申请参加中国大学一学期培训，只需要达到 HSK 二级考试不低于 120 分（满分 300 分）和 HSKK 初级考试不低于 40 分（满分 100 分）。申报汉办奖学金的要求相对容易，吸引了众多学生学习汉语的热情。部分课堂学员选择在高中或大学课程结束后前往中国留学深造，就是考虑到汉语对于就业会有所帮助这一点。

第二，职业及职业发展需要。2014 年 5 月 21 日，中俄两国元首共同签署了《中华人民共和国与俄罗斯联邦关于全面战略协作伙伴关系新阶段的联合声明》，将中俄全面战略协作伙伴关系推向了更高的水平。中国的发展在俄罗斯受到很大的关注，中国制造的产品随处可见，作为一种重要的商业语言，汉语给学习者带来了更多的就业和商业机会，这门语言的潜在和实用价值不断提高。当前课堂的社会学员大部分从事中俄边贸活动和导游、翻译工作，他们表示汉语和中国已是热门之选。

第三，满足兴趣爱好的需要。在成立广播孔子课堂之前，茶艺学校在俄罗斯国立职业师范大学已有 10 多年的历史，每年有上百名学生在茶艺学校学习中国茶和它的冲泡方法。与众不同的笔墨纸砚所描绘的中国书法和国画、成龙电影带来的中国功夫震撼都让俄 罗斯人对中国充满兴趣，文化和语言的学习是相辅相成的，很多学员通过学习了解茶艺，进而选择学习汉语，希望更多地了解中国，与中国朋友交流沟通，前往中国旅游。

在广播孔子课堂近一年的教学工作中，笔者发现教材和教师是课堂发展的"瓶颈"。目前存在缺乏实用性和适用性的汉语教材；中方教师队伍流动性大；教师的外语水平或知识结构不能满足学员的需求等问题。近年来，国家汉办所提供的教材数量飞速增长，种类也不断丰富，但是对外汉语教材（俄文版）在实用性、趣味性、针对性上不够重视，知识点的翻译不够准确，精品少，不贴近外国人的思想、习惯和生活原则。教材体系仍需进一步构建和完善。此外，课堂的汉语师资队伍也存在很大问题，教师数量不足，教学方法、授课方式中国化，表述观点和意见时不适于俄罗斯的教学实际、学生学习情况。精通外语及交流方式的教师往往不具备教学法理论和实践经验，精教法、精汉语汉语专业出身的教师不懂外语难于和当地学员交流沟通。课堂应该遵循何种汉语教学模式，从而有效提高对外汉语

教学跨文化的适应性,如何以教学质量为依托,树立孔子学院汉语教学的品牌,仍需深思不断探索解决方法。

广播孔子课堂的规范化发展必须依托于健全的管理制度和质量体系。建立适合自身发展的管理制度,能在很大程度上提升孔子学院的管理水平,从根本上保证孔子学院高效率地运作。此外,为了维护孔子学院的品牌,还必须建立起教学质量标准体系,保证办学质量。广播孔子课堂的可持续发展有赖于健康的办学模式,建设模式应因地制宜,坚持实事求是的原则,采取有效的合作模式。发挥广播孔子学院的教学特色,充分利用网络、广播、电视等现代传媒工具,为国外汉语学习者提供更便捷有效的学习服务。

在汉语国际推广中,财政资金起到主导作用,每建设一家孔子学院,国家会拨款 5 - 10 万美元的启动资金,用作孔子学院的场馆建设与设备购置。但这与发达国家在语言传播上每年动辄十几亿美元的经费投入相比,差距很大。目前每年的运营经费是按照孔子学院申报项目拨款的,没有日常运作资金。经费保障机制的不完善造成开展项目少的孔子学院产生了运营上的困难,在很大程度上削弱了文化推广的力度。中方的资金投入是推进孔子学院可持续发展的重要力量。

国家汉办采取中外合作建设的原则,在世界各地与有信誉、可持续性发展能力的非营利学术机构合作开办孔子学院。合作双方的综合实力对孔子学院的发展有着较大的影响,综合实力不对等,势必很难为孔子学院有效管理提供相应的保障。不同国家、不同合作方的办院动机不一,有的合作伙伴自身为营利性机构,在建设孔子学院过程中体现出较强的商业化倾向,有的则过分依赖中方的资源,单纯地把目光定在中方的资金投入上,甚至把孔子学院当作是一个免费的汉语教学资源。这些偏差直接影响着孔子学院在所在国的可持续发展。要确保合作双方有端正的态度认识和相应的投入,这是孔子学院长远发展的保证。

由此可见，孔子学院的建设任重而道远，但可以肯定的是，孔子学院在俄罗斯的建设，必将推进中俄友谊，增进中俄人民相互了解和认识，进一步巩固加深中俄战略协作伙伴关系。在孔子学院的整个建设过程中，只有通过创新手段，不断解决发展中出现的问题，不断改善办学效果，结合汉语学习的地域需求和不同国情，扩大孔子学院在海外的可持续发展的空间，才能将汉语文化推向世界。

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Приемы и стратегии технологии развития критического мышления

Techniques and strategies of developing critical thinking

И.В. Глухова

I.V. Glukhova

Аннотация　В статье обосновывается необходимость внедрения в образовательный процесс высших учебных заведений инновационной технологии　развития навыков критического мышления　и рассматриваются приемы и стратегии, способствующие　оптимизации учебного процесса, развитию творческих способностей и воспитанию активной, самостоятельной личности.

Ключевые слова　критическое мышление; навыки критического мышления; метод анализа конкретных ситуаций; таксономия　вопросов; доводы «за» и «против»; дискуссия.

Summary　The article substantiates the necessity to introduce the innovative technique of developing critical thinking skills in a higher educational institution. Different types

of classroom interaction that help to optimize learning process, promote students` creativity, initiative and independence are described.

Key words critical thinking; critical thinking skills; the case interrupted method; a negotiation model; pro and con grids; questioning tactics; a Socratic questioning.

Through technology the amount of information available today is massive. This information is likely to continue in the future. Therefore, students need a guide to weed through the information and not just passively accept it. On the other hand, university and school graduates have to meet changing employment demands as modern society faces new challenges. So they need a composition of skills and attitudes that will enable them to blend in the job market. As H. Oliver and R. Utermohlen claimed, students need to develop and effectively apply critical thinking skills to their academic studies, to the complex problems that they will face, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes [10].

It is the responsibility of teachers and educators to understand the components of this set of skills and focus on them in order to guarantee effective education. Critical thinking skills should be given priority as they create a meaningful learning process and help students succeed in an academic environment and everyday life.

The concept of critical thinking is not a new one. The word «critical» derives from two Greek roots: «kritos» (meaning discerning judgment) and «kriterion» (meaning standards). Etymologically, then, the word implies the development of «discerning judgement based on standards».
Webster`s New World Dictionary defines «critical thinking» as «characterized by careful analysis and judgement». It is followed by the gloss «critical – in its strictest sense – implies an attempt at objective judgement so as to determine both merits and faults».

Cambridge Advanced Learner`s Dictionary describes critical thinking as «the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you».

However, educational theorists from different disciplines consider the content of thinking as a human characteristic and the kinds of cognitive skills that can be developed during the course of a life time. They view critical thinking as a combination of either abilities and dispositions.

Recently researchers have begun to investigate the relationship between the disposition to think critically and critical thinking skills. John Dewey, the American philosopher, psychologist and educator, who is regarded as the father of the modern critical thinking tradition, believed that possession of knowledge does not guarantee the ability to think well but an individual must desire to think. One needs open mindedness, wholeheartedness and responsibility to develop the habit of thinking [4].

Educational theorists agree that the student`s disposition to think critically is a major factor. So students should be encouraged to be inquisitive, ask questions and not believe everything they are told. As pointed out by G. Loving, J. Wilson and J. Oermann, thought develops with practice and evaluation over time using multiple strategies [7; 9].

There are a few questioning techniques to provide training for those students who do not possess the thinking skills to analyze and synthesize information. Questions should be designed to promote evaluation and synthesis of facts and concepts. Depending on how a question is asked, a student may use various critical thinking skills such as interpretation, analysis and recognition of assumptions to form a conclusion.

B.S. Bloom, J.L. Craig, M. Duke, J. Mills, G. Page, N.B. Phillips have found that effective teachers asked more higher-level cognitive questions than lower-level questions. Higher-level thinking questions start or end with words such as «explain», «compare», «why», «which is the solution of the problem», «what is the best and why», «do you agree or disagree with this statement». Due to them students can be challenged at different levels of cognition.

Another type of questioning technique is Socratic questioning. R.W. Paul and P. Heaslip define it as a type of questioning that deeply probes or explores

the meaning, justification, or logical strength of a claim, position or line of reasoning [11]. Questions are asked that investigate assumptions, viewpoints, consequences and evidence. The focus is clarification. A student`s answer to a question can be followed by asking a fellow student to summarize the previous answer. Summarizing the information allows the student to demonstrate whether he or she was listening, had digested the information and understood it enough to put it into his or her own words.

Avoiding questions with one set answer allows for different viewpoints and encourages students to compare problems and approaches. Asking students to explain how the high school and the university field experiences are similar and different is an example. There is no right or wrong answer because the answers depend upon the individual student`s experiences. Regardless of the answer, the student must think critically about the topic to form a conclusion how the field experiences are different and similar [9].

Classroom discussion and debates can also promote critical thinking. Various techniques are available. D.A. Bernstein [1] developed a negotiation model for thinking about controversial issues. It is based on the method described by Fisher`s and Ury`s book «Getting to «Yes». A negotiation model gives students a framework for managing conflicts. Students analyze and evaluate competing arguments on an issue, e.g. «Is intelligence determined primarily by inheritance or experience»? Then students have discussions about arguments themselves and about the general issues. Then they are asked to write a paper in which they choose and defend one of several alternative public policies. Students are challenged to deal with the tension between two arguments. This tension is believed to be one component driving critical thought.

Another strategy to promote students to search for at least two sides to an issue is pro and con grids. Students make a list of advantages and disadvantages of any issue. It can be used in any discipline: students evaluate the pros and cons of a procedure, technique, conclusion, action of a fictional character, political

decision, etc. This can be facilitated as an individual exercise or in groups and considered as the basis for a debate.

The interrupted case method is an active learning strategy that has great potential for the development of critical thinking skills. A teacher gives students who work in groups a problem faced by professionals or experts. Students work for fifteen minutes and report their ideas. Then the teacher provides some additional information about the problem saying that experts who struggled with the problem decided to do it in a certain way. The teacher tells about additional difficulties and asks students to brainstorm solutions. Again, they report after discussions. Then, perhaps the teacher provides additional data for their interpretation. Students consult with their teammates and report out. Again, the teacher gives them the interpretation offered by the original authors. And so on. The interrupted case method is designed to enhance understanding of core concepts of the course as well as to encourage critical thinking. In using cases, students become active. It is learning by doing. Cases provide students with the opportunity to exercise decision making, whether individually or in a team format [6].

It is clearly seen, that developing critical thinking skills is a good investment for society as a whole. To live successfully in a democracy, people must be able to think critically in order to make sound decisions about personal and civic affairs. If students learn to think critically, they can use good thinking as the guide by which they live their lives.

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**Компьютерные технологии в университетском
компетентностно-ориентированном образовании
Computer-aided technologies
in the competency-based university education**

А.В. Павлова
A.V. Pavlova

Аннотация Сегодня все сферы человеческой деятельности неразрывно связаны с информационными технологиями, поэтому не вызывает сомнения тот факт,

что студенты-филологи с дополнительной квалификацией переводчик должны получить знания всех возможных компьютерных технологий. Современные студенты с большим вниманием относятся к получению информации о способах оптимизации их деятельности, с интересом и желанием овладевают программным обеспечением, необходимым и полезным для формирования информационно-технологической компетенции. Одна из главных гипотез настоящего исследования заключается в том, что существует несколько полезных программ, отвечающих требованиям компетентностно-ориентированного образования. Таким образом, целью данной статьи является определить достаточное число важных компьютерных программ, осветить их достоинства и недостатки в использовании на сегодняшний день.

Ключевые слова электронный словарь, автоматизированный перевод, программное обеспечение, "память переводов", словарные оболочки StarDict и GoldenDict, информационно-технологическая компетенция.

Summary Nowadays all spheres of human activity are closely connected with information processing technology, it's needless to say that the students of philology with supplementary qualification of translators must be provided with the knowledge of all possible computer-aided technologies. "Digitally-minded" contemporary students are all ears when given the way of optimising their activity, they show their interest and ability to master the software which is necessary and helpful in forming informative-technological competency. One of the central assumptions of underlying research is that there are only few programs which reflect all the demands of the competency-based university education. So, the goal of this paper is to define the sufficient amount of computer programs which are highly important and reveal their advantages and disadvantages for present day use.

Key words electronic dictionary; mechanical translation; software; translation memory; StarDict and GoldenDict; informative-technological competency.

First and foremost it is necessary to define what informative-technological competency means speaking about the competency-based university education. To be a success in the process of interlinguistic and intercultural communication a modern translator should possess some knowledge and skills in the sphere of information and communication technology the main of which are:

- e-document management;
- work with application program package;
- getting the latest update;
- work with remote partners;
- adopting competency-based decisions;
- data input and classification.

That is why, according to V.V. Ilyaychenko and E.V. Karpenko, for professional development a future translator is in great need of studying

information resources and technologies, software and Network tools available for translating with the help of computers to form informative-technological competency of the translator [1].

Taking into consideration new conditions of translator's activity, A.A. Rybakova thinks that professional competency of a translator is an integrated sum of bilingual, cultural-cognitive, professionally objective, mainly translational and informative-technological competencies, which represents a complicated body of knowledge and skills, psychological and personal qualities, potentially necessary for professional translator's activity [2].

So, a very logical question arises: what is the most helpful and therefore necessary software for modern translators?

To begin with, the historical review shows that computerization in our country began in early 90-s, then computers considered to be an advanced interrogating typewriter. But very soon computer opens a new dimension for translators showing its potential abilities in the increasing degree. Is became possible to use not only word processing programs but electronic dictionaries and reference books. This development aimed the mechanization and automation of translating procedures.

Speaking about software programs it's necessary to mention such of them as Translation Memory - large-capacity database, American Interlingua – based on the theory of machine intelligence, our Russian programs - Stylus (Promt) and Socrat (Arsenal), etc. All of them are not developed to the end.

It goes without saying that there is no translator without a dictionary. Electronic dictionary is the best imagined dictionary due to many aspects, e. g. first, they are free of charge, second, they provide immediate access to any word or word combination, third, they are regularly updated, etc. So, electronic dictionaries and reference books are widely spread among linguistic resources. Their use is different from traditional printed books. Their advantages are rather soon realized:

1. convenient search: the program will find it according to the first

letters;

2. the speed: it's much quicker to print the word and get the answer than to open and find it in the printed dictionary;

3. high efficiency: electronic dictionary offers many variants of translation, these variants are usually marked according to the spere of their use;

4. universalism: as a rule, the programmes give an opportunity to work with several languages simultaneously;

5. contextual links: electronic dictionaries provide immediate access to any information connected with the search, due to hypertext links in the dictionary entry you can use several dictionaries simultaneously;

6. multifunction: there is a lot of additional information in the electronic dictionary, e. g. word-building, origin, part of speech, etc.

7. volume of vocabulary: practically all programmes contain immense term base;

8. variability in use: you can work both with off-line version and on-line version, for off-line version you'll need only computer, for on-line version you'll need access to the Internet. This on-line version of electronic dictionary is very useful because it is regurlarly and quickly filled up with new terms.

In our country there are the following electronic dictionaries which are widely spread:

- HarperCollins Publishers (www.harpercollins.com),

- Oxford University Press (www.oup.co.uk),

- MacMillan (www.macmillan.com),

- Longman (www.longman.co.uk)

Not only dictionaries take central part in so called «interpriter's desktop environment». Shell programmes like StarDict and GoldenDict are also rather helpful and popular.

StarDict is a shell program with the open source code. This program was created for supporting and working with dictionaries StarDict. This package can be used not only for translating words and word combinations but also for listening

to correct pronunciation of words. Moreover, this package includes many dictionaries of dialects. The database of these dictionaries is really vast. All in all the dictionaries are divided into several groups: Longman Dictionary of Contemporary English 5th Ed, Oxford Advanced Learner's Dictionary, Merriam-Webster's Collegiate 11th Ed, Longman Pronunciation Dictionary 3rd Ed, Cambridge Advanced Learners Dictionary 3th Ed and Macmillan English Dictionary. Every group in its turn is divided into several thematic groups, groups accoding to parts of speech, etc.

GoldenDict is one more free shell program for electronic dictionaries with the open source code, it is suitable for working with such dictionaries as ABBYY Lingvo, StarDict, Babylon, Dictd. GoldenDict can directly work both with the contents of other web-sites on the base of MediaWiki and any other network services (Lingvo, Multitran, Google-translator, Collins).

The pecularities of the shell program for electronic dictionaries are:

- showing of the formatted articles with the links and pictures with the help of WebKit;
- while searching the words with mistakes the morphology is used;
- directory indexing with sound files for organizing the dictionaries with pronunciation, the words are pronunced by native speakers;
- while searching the translation the punctuation signs don't matter.

The first and the main disadvantage of this program is absence of dictionaries in the package, the user should find them himself.

It's necessary to mention that this program is in the process of developing now the authors and user are in close connection to improve it and avoid demerits in the future with feature requests.

To conclude, we think it's suitable to remind of famous words by Bill Gates «Information at your fingertips» that proves the necessity of mastering computer programmes for developing knowledge and skills according to informative-technological competency. We revealed and described the efficient programmes and in the future research we plan to involve students' opinion and

make statistics about the most helpful program among students of Orenburg state university.

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Обучение критическому мышлению: развитие навыков мышления высшего порядка

Teaching critical thinking: the promotion of higher-order thinking skills

Т.В. Сапух

T.V. Sapukh

Аннотация Наш постоянно меняющийся и сложный мир требует от студентов, будущих граждан страны, выйти за пределы простого получения знаний: они должны развивать навыки мышления высшего порядка, такие как системное критическое мышление, навыки принятия решений и решения проблем. Развитие навыков мышления высшего порядка является необходимым для того, чтобы облегчить переход знаний, умений и навыков студентов в ответственные действия, независимо от их конкретной будущей роли в обществе. Решение этой задачи требует, среди прочего, развития критического мышления студентов, необходимого для анализа незнакомых ситуаций, так чтобы решение проблем и принятие возможных решений базировалось на рациональном мышлении. Критическое мышление важно для человека, чтобы удовлетво-

рить его повседневные личные, социальные и профессиональные запросы. Критическое мышление требует, чтобы студенты смотрели на вещи с разных точек зрения и оценивали их в процессе скрупулезной интеллектуальной деятельности.

В основе реформ образования во всем мире лежат конструктивистские взгляды на преподавание и обучения. Одним из основных компонентов реформ в сфере образования в настоящее время является переход от традиционного обучения алгоритмическим когнитивным умениям и навыкам к мышлению высшего порядка. Конструктивистская теория признает, что студенты должны находиться в такой образовательной среде, которая позволит им получить свои собственные знания и развить навыки мышления.

Хотя эти руководящие идеи реформы образования и соответствующие стратегии обучения включены в программы курсов для преподавателей и программы повышения квалификации, значительная их часть все еще не реализуется в учебном процессе. Разработка и внедрение стратегий обучения, которые развивают мышление высшего порядка у студентов, являются сложной задачей; они бросают вызов даже самым опытным преподавателям.

Ключевые слова критическое мышление; развитие критического мышления; мышление высшего порядка; конструктивистская теория; рефлексия; студентоцентрированное образование.

Summary Our ever-changing and challenging world requires students, future citizens, to go beyond the building of their knowledge capacity: they need to develop higher-order thinking skills, such as critical system thinking, decision making and problem solving. The development of higher-order thinking skills (or higher order cognitive skills) is prominent in order to facilitate the transition of students' knowledge and skills into responsible action, regardless of their particular future role in society. Meeting this challenge requires, among others, the development of students' capacities of critical thinking, which is necessary for the analysis of unfamiliar situations, so that their question-asking, problem-solving and decision-making capabilities will be based on a framework of rational thinking. Critical thinking is important for a person to meet the everyday personal, social and professional demands of the society. Critical thinking requires students to view things from many different angles and evaluate them through a process of rigorous intellectual activities.

Education reforms worldwide are derived from constructivist views of teaching and learning. A major component of the current reforms in education is the shift from the dominant traditional teaching for algorithmic, lower-order cognitive skills to higher-order thinking/cognitive skills. The constructivist theory recognizes that students need to be exposed to learning experiences that enable them to construct their own knowledge and promote their thinking skills.

Although the guiding ideas of education reforms and corresponding supporting teaching strategies have been and are incorporated into teachers' courses and professional development programmes, a substantial portion of these strategies are not implemented in the teachers' classrooms. Indeed the design and implementation of teaching strategies that enhance higher-order thinking among students are not a simple endeavor; they challenge even the most expert teachers.

Key words Critical thinking; critical thinking development; higher-order thinking skills; the constructivist theory; reflection; students-focused education.

Critical thinking is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following:

- understand the logical connections between ideas;

- identify, construct and evaluate arguments;

- detect inconsistencies and common mistakes in reasoning;

- solve problems systematically;

- identify the relevance and importance of ideas;

- reflect on the justification of one's own beliefs and values.

Critical thinking is not a matter of accumulating information. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker is able to deduce consequences from what he knows, and he knows how to make use of information to solve problems, and to seek relevant sources of information to inform himself.

A good critical thinker:

- raises vital questions and problems, formulating them clearly and precisely;

- gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;

- thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences;

- communicates effectively with others in figuring out solutions to complex problems.

Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism [5].

Critical thinking should not be confused with being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, critical thinking can also play an important role in cooperative reasoning and constructive tasks. Critical thinking can help us acquire knowledge, improve our theories, and strengthen arguments. We can use critical thinking to enhance work processes and improve social institutions.

Some people believe that critical thinking hinders creativity because it requires following the rules of logic and rationality, but creativity might require breaking rules. This is a misconception. Critical thinking is quite compatible with thinking "out-of-the-box", challenging consensus and pursuing less popular approaches. If anything, critical thinking is an essential part of creativity because we need critical thinking to evaluate and improve our creative ideas.

Just as there are similarities among the definitions of critical thinking across subject areas and levels, there are several generally recognized "hallmarks" of teaching for critical thinking. These include:

- Promoting interaction among students as they learn.

Learning in a group setting often helps each member achieve more.

- Asking open-ended questions that do not assume the "one right answer".

Critical thinking is often exemplified best when the problems are inherently ill-defined and do not have a "right" answer. Open-ended questions also encourage students to think and respond creatively, without fear of giving the "wrong" answer.

- Allowing sufficient time for students to reflect on the questions asked or problems posed.

Critical thinking seldom involves snap judgments; therefore, posing questions and allowing adequate time before soliciting responses helps students understand that they are expected to deliberate and to ponder, and that the immediate response is not always the best response.

- Teaching for transfer.

The skills for critical thinking should "travel well." They generally will do so only if teachers provide opportunities for students to see how a newly acquired skill can apply to other situations and to the student's own experience.

Critical thinking skills are skills that students need to learn to be able to solve problems. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience or communication. The core of critical thinking is being responsive to information and not just accepting it. Questioning is the most important part of critical thinking. It is a part of scientific, mathematical, historical, economic and philosophical thinking, all of which are necessary for the future development of our society. Here are a few ways to teach critical thinking:

Classroom Assessment Techniques (CATS): Angelo [1] stresses the use of ongoing classroom assessment as a way to monitor and facilitate students' critical thinking. An example of a CAT is to ask students to write a "Minute Paper" responding to questions such as "What was the most important thing you learned in today's class? What question related to this session remains uppermost in your mind?" The teacher selects some of the papers and prepares responses for the next class meeting.

Cooperative Learning Strategies: Cooper argues that putting students in group learning situations is the best way to foster critical thinking. "In properly structured cooperative learning environments, students perform more of the active, critical thinking with continuous support and feedback from other students and the teacher"[2, p.8].

Case Study / Discussion Method: McDade [3] describes this method as the teacher presenting a case (or story) to the class without a conclusion. Using prepared questions, the teacher then leads students through a discussion, allowing students to construct a conclusion for the case.

Using Questions: King [4] identifies ways of using questions in the classroom:

Reciprocal Peer Questioning: Following lecture, the teacher displays a list of question stems (such as, "What are the strengths and weaknesses of..."). Students must write questions about the lecture material. In small groups, the students ask each other the questions. Then, the whole class discusses some of the questions from each small group.

Reader's Questions: Require students to write questions on assigned reading and turn them in at the beginning of class. Select a few of the questions as the impetus for class discussion.

Conference Style Learning: The teacher does not "teach" the class in the sense of lecturing. The teacher is a facilitator of a conference. Students must thoroughly read all required material before class. Assigned readings should be in the zone of proximal development. That is, readings should be able to be understood by students, but also challenging. The class consists of the students asking questions of each other and discussing these questions. The teacher does not remain passive, but rather, helps "direct and mold discussions by posing strategic questions and helping students build on each others' ideas" [8, p.18].

Use Writing Assignments: Wade sees the use of writing as fundamental to developing critical thinking skills. "With written assignments, an instructor can encourage the development of dialectic reasoning by requiring students to argue both [or more] sides of an issue" [9, p.24].

Dialogues: Robertson and Rane-Szostak [6] identify two methods of stimulating useful discussions in the classroom:

Written dialogues: Give students written dialogues to analyze. In small groups, students must identify the different viewpoints of each participant in the dialogue, must look for biases, presence or exclusion of important evidence, alternative interpretations, misstatement of facts, and errors in reasoning. Each group must decide which view is the most reasonable. After coming to a conclusion, each group acts out their dialogue and explains their analysis of it.

Spontaneous Group Dialogue: One group of students is assigned roles to play in a discussion (such as leader, information giver, opinion seeker, and disa-

greer). Four observer groups are formed with the functions of determining what roles are being played by whom, identifying biases and errors in thinking, evaluating reasoning skills, and examining ethical implications of the content.

Ambiguity: Strohm and Baukus [7] advocate producing much ambiguity in the classroom. Don't give students clear cut material. Give them conflicting information that they must think their way through.

Thus, critical thinking skills figure prominently among the goals for education, whether one asks developers of curricula, educational researchers, parents, or employers. Although there are some quite diverse definitions of critical thinking, nearly all emphasize the ability and tendency to gather, evaluate, and use information effectively.

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Творческий подход и преподавание английского языка для академических целей: перекрестные явления

CREATIVITY AND EAP TEACHING: OVERLAPPING PHENOMENA

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O.V.Tomberg

Аннотация   В работе рассматривается понятие творчества и творческого подхода к преподаванию английского языка в системе высшего образования. Выявляется положительная роль данного подхода для развития у студентов творческой свободы, уверенности и самоэффективности. Творческие задания классифицируются в зависимости от количества знаковых систем/кодов, необходимых для их выполнения.

Ключевые слова творчество, творческие методы и средства, свобода, самоэффективность, теория множественных интеллектов, моно-, дву – и мультикодовые творческие задания.

Summary The paper deals with a concept of creativity in teaching English for Academic Purposes. It discusses a favourable impact of applying creative teaching methods on developing students' creative confidence and self-efficacy. Creative tasks are classified according to involvement of different sign systems into their fulfillment.

Key words Creativity, creative methods and tools, freedom, self-efficacy, multiple intelligences, single-, double- and multi-code creative tasks.

The concept of creativity is a complex and multi-faceted phenomenon which has always been analyzed from different angles: philosophy, psychology, sociology, pedagogy, theory of art and literature. Research findings of these streams of scientific knowledge can be of great avail to EFL teachers and methodologists as they lay a solid theoretical foundation for: 1) defining the phenom-

enon; 2) splitting it into constituent facets; 3) exploring different methods to develop and enhance creativity, etc. In brief all these steps contribute to turning theoretical data into creative methods and their introducing into educational experience.

According to Nikolai Berdyaev's definition creativity is "something which proceeds from within, out of immeasurable and inexplicable depths, not from without, not from the world's necessity" [3, p. 145]. And, in his opinion, "the creative act is upflight, victory over the heaviness of the objectivized world and over determinism..." [2, p. 106]. An integral part of creativity is freedom – as he puts it: "Creativity is the mystery of freedom" [3, p. 144] or "Man is free when he finds himself in a state of creative activity" [2, p. 253]. Any EFL teacher should bear in mind that creative tasks unleash creative powers of students, sway them away from rigid thinking and make them search for answers being not bound by traditional academic approaches. The concept of freedom which is of paramount importance for Nikolai Berdyaev can be interpreted with regard to teaching practices ambivalently as: 1) giving non-traditional, out-of the-common, unexpected tasks that challenge their routine ways to approach an educational problem – and make them feel intellectually free to find answers to it; 2) exercising less control, being less authoritative while moderating creative students' activity thus making them freely unleash their creative self. On the other hand, students' creative activity shouldn't be a self-organized, uncontrollable and self-flowing process as "creativeness rarely springs entirely from individual inventiveness. A lot of modeling goes on in creativity" [1, p. 33]. Albert Bandura, an American psychologist, calls it "a guided mastery". A teacher can adumbrate a possible course or expected outcomes of creative tasks and such a preparatory modeling doesn't limit freedom of students' self-expression but, on the contrary, making educational challenges more understandable and transparent for the students can "also foster creativity by weakening conventional mind sets" [1, p. 34]. As a result – the students acquire a necessary degree of creative confidence: first, that their creative powers would help them cope with a task,

secondly, that their free creative act won't be confronted by a severe teacher's judgement and, thirdly, in the long run, they develop a strong sense of self-efficacy - "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" [1, p. 38].

Creative approach to teaching has long-lasting positive effect not only on students who acquire additional incentives to act and persevere. It provides fringe benefits for teachers. Creative approach boosts up teachers' creativity: enhances their openness to new ideas, mental flexiblity, aptitude to transgress the disciplinary boundaries – all this resulting in self-development and professional expertise.

Teaching English for Academic Purposes has its own specific features in terms of creative practices. On the one hand, adult students are more prepared for creative tasks as they feel intellectually free and more professionally motivated. In general they are always enthusiastic about creative activity. But, on the other hand, their creative spark is stifled by academic curriculum which presupposes traditional forms of student-professor interaction: lectures and seminars. Even using innovative methods to deliver lectures like multimedia presentations can be ineffective as teacher's creative surge is not always reciprocal: being but passive lookers-on, students often stay disinclined to creative feedback. Thus a teacher should elaborate effective methods to turn students' passive consumption into active involvement – and it is a very challenging task as a lecture is the most creativity-resisting lesson type. In these respect slight deviation from classic lecture delivery can be helpful: different unexpected tasks like open-ended statements or questions, presenting parts of theoretical material in the form of problems or controversies, not providing illustrative examples – all these methods are interest-provoking, research-stimulating and give space for students' learning autonomy. Different multimedia match-up activities and brief tests on the material provided can also come in very handy.

Seminars and practical university classes provide more freedom for creativity. In general a teacher should use a wide range of creative teaching methods.

According to Prof. H.Gardner, a founder of the Multiple Intelligence theory, individuals possess eight or more relatively autonomous intelligences which they draw on to create products and solve problems. The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence [4, p. 5]. A rational kernel of the theory for EFL teaching is that the more varied and diversified the tasks are, the more chances a teacher has to reveal a certain type of student's intelligence and make it work, because, as H. Gardner asserts "individuals who demonstrate a particular aptitude in one intelligence will not necessarily demonstrate a comparable aptitude in another intelligence" [4, p. 8]. For example, an individual may possess a profile of intelligences that is high in spatial intelligence but moderate or low in interpersonal intelligence or vice versa.

Creative tasks may be subdivided into *single-code*, *double-code* and *multi-code* ones. A single-code task uses only language – oral or written – in presenting a task and a feedback. It is the most rampant and widely-spread type of creative practices, like using case studies, finish-up activities, non-traditional and discussion-stimulating forms of working with a text, spontaneous storytelling, round-table discussions, brainstorming techniques, etc.. If to use H.Gardner's terminology, these tasks predominantly focus only on one type of intelligence - linguistic intelligence. In case of double-code and multi-code tasks all eight intelligences are being fostered this way or the other. Within double-code creative assignments any of two sign system channels are engaged into educational experience – like language and acting, language and painting, language and music. These tasks are usually more creative and get immediate enthusiastic feedback from students: using pantomime to memorize proverbs, sayings and famous quotes, singing stories, different role-plays – improvised and prepared, learning idioms through simulations, drawing pictures reflecting impressions from a poem, etc. Multi-code tasks are very often interdisciplinary and can embrace several academic subjects: for example, dramatizing highlights of

English Literature fits within Study of Literature, History of the Language, Oral Practice Course, Cultural Studies. In terms of sign codes it involves language, drama, music, dance – and putting on such plays unleashes its participants' creativity – to the full.

All the above-mentioned class-management creative techniques need to be thoroughly elaborated and monitored in order to meet educational goals and achieve desired outcomes. Creative approach should be an essential tool to solve educational challenges via developing critical thinking, fostering research abilities and intellectual curiosity, releasing freedom of self-expression, gaining creative confidence and achieving self-efficacy.

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Игровое моделирование как новый подход в обучении в высшем педагогическом образовании

Game modeling as a new approach to higher pedagogical education

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M.V. Fominykh

Аннотация   Статья посвящена игровому моделированию – новой технологии в процессе обучения студентов университетов. Рассматривается понятие моделирования, его истоки и важность применения.

Ключевые слова   моделирование; игра; будущий учитель.

Summary   The article is about game modeling - the new technology of education in universities. The notion of game modeling, its backgrounds and importance of usage are examined.

Key words   modeling; game; future teacher.

Business is developing at a very fast rate making it hard for specialists to maintain and improve their knowledge. «Business, science and education are three major sectors developing simultaneously but at different speeds. Business needs well-educated specialists able to commercialize innovative scientific activity in different spheres, and needs well-educated teachers able to teach» - says Alexander Solomatin, General Director of Great Eurasian University Comlpex [2, p. 52]. There is a lack of qualified teachers, especially in higher education. We should create something new in teaching teachers.

Preparing students for a teaching is a special responsibility. This is because the results can have a significant effect on people's lives and careers. So, we should new «how teach to teach».

We consider that the success in pedagogical science in higher pedagogical education can lie in innovative technology of game modeling.

We examine the technology of game modeling. First of all, we should examine the terms «game», «model» and «modeling» for future understanding and analyzing of «game modeling».

Game – is : - a form of usually competitive play with rules; [3, p. 486]

- a piece of fun; [3, p.486]

- a secret and clever plan; a trick; [3, p.486]

- a type of activity or business. [3, p.486]

Model – is: - a representation of something, usually smaller than the original;

- a simple description of a system, used for explaining; calculating, etc; [3, p.749]

- a system used as a basis for a copy, pattern; [3, p.749]

- a taking somebody or something as an example for the actions, plans. [3, p.749]

Modeling – is the art of making models. [3, p.749]

So, the *game modeling* is the analysis of events, process or systems with the help of the building of models while gaming in the process of studying; the using of models for real systems characteristics determination in gaming situations.

But teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games.

Furthermore, structural games that practice or reinforce a certain pedagogic aspect have to relate to students' abilities and prior knowledge. Game modeling is often used as short warm-up activities or when there is some time left at the end of a lesson (pedagogic, methodic etc.).

Game modeling should be used at all stages of the lesson, provided that they are suitable and carefully chosen.

In conclusion we want to say that game modeling can help students (future teachers) to understand the specific feature of the foundation of professional thinking of educational specialist of vocational education.

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LINGUISTICS AND EDUCATION

УДК 42

Антонимические категориальные оппозиции в современном английском языке

Antonymic Categorial Oppositions in Modern English

Н.Б. Боева-Омелечко

N.B. Boyeva-Omelechko

Аннотация Статья посвящена синтагматическому аспекту морфологии, изучающему использование грамматических форм в речи. Специальное внимание уделяется феномену грамматического контраста, реализуемого с помощью антонимических оппозиций форм времени, залога и наклонения.

Ключевые слова морфология; синтагматический аспект; грамматический контраст; грамматические антонимические оппозиции; время; залог; наклонение.

Summary The article is devoted to the syntagmatic aspect of morphology, studying the use of grammatical forms in speech. Special attention is paid to the phenomenon of grammatical contrast, realized with the help of antonymic oppositions of tense, voice and mood forms.

Key words morphology; syntagmatic aspect; grammatical contrast; grammatical antonymic oppositions; tense; voice; mood.

One of the important aspects of morphology is a syntagmatic one. It studies the use of grammatical forms representing different categories in context, in real conditions of communication [2, p. 6]. In these conditions one form of a grammatical opposition may perform the function of the other. For example the form of the present simple tense can express future actions or actions in the past. This phenomenon is widely known in linguistics as the *oppositional reduction* (neutralization). In the case of it members of categorical oppositions lose their differential features.

But there is also an opposite phenomenon when these different features become more distinct in speech than they are in the system of the language. In this case both members of an oppositions are used on one and the same sentence realizing the principle of contrast, i.e. ***grammatical contrast***. They can be treat-

ed as ***grammatical antonyms*** (the phenomenon of grammatical antonymy is described in our dissertation [1]).

Grammatical antonyms are often represented by the following oppositions of verb forms: 1) oppositions of **primary time** (present simple – past simple) which express the contrast of the situation in the past to the present situation and underline their isolation from each other. For ex.

(1) 'He'**s** a good surgeon'

'**Was**' (D. Francis).

(2) 'I **love** him, and I have his child.'

'**Loved** him, you mean' (J.M. Riley).

The contrast can be emphasized with the help of different means such as:

1) logical stress which attracts attention to one member of the antonymic opposition and presupposes some implicit information. For ex.

'You know I wouldn't hold out anything on you and Paul, anything that was important. You **know** me well enough for that.'

'We **knew** you before you got nerves' (D. Hamett).

The logical stress on the form of the past tense *knew* opposed to the form of the present tense *know* gives the opportunity to show that the second speaker doesn't trust the first one a anymore as it was in the past. This contrast is additionally emphasized with the conditional subordinate clause *before you got nerves* which explains the reason for this mistrust;

2) graphical means (italics, punctuation).

'I suppose you *do* possess a coat?'

'Well, I *did* have one', Ragan said, 'but I left it somewhere' (J. Grisham).

The use of the form of the past tense in Ragan's reply is equal to the negative answer *I don't.* The opposed tense forms are put in italics and this contrast of the present and past situations is explained in the second part of Ragan's reply: *I left it somewhere*.

3) the use of one member of the antonymic opposition in a part of a parcellated construction. For ex.

(1) A friend of mine **lives** there. Well, **lived** there (T. Lahaye).

(2) I'**m** your friend. Or I **was** (C. Robb).

The contrast of tense meanings in these examples is based on the implicit negation: its exponents are forms of the past tense (*lived, was*). These forms can be interpreted with the following transformations: *lived = doesn't live now; was = I'm not your friend any more;*

2) oppositions of **secondary time** (future – non-future) which express the contrast of the hypothetical situation in the future to the real present or past situation: these are mainly the oppositions of such forms as Present Indefinite / Future Indefinite, Past Indefinite / Future Indefinite. For ex.

'I don't love.'

'You will. Then you **will be** happy.'

'I'**m** happy' (E. Hemingway).

The form of the future tense represents the state of happiness as a hypothetical one and presupposes that the person is not happy. The form of the present tense shows that this state is really and the person is already happy at the moment of speech;

3) oppositions of **active and passive voice** which express the contrast of different directions of the action expressed by the same verb, i.e. from the subject or on the subject. Antonymic oppositions are formed if two differently directed processes are expressed by one and the same verb and are related to one subject which in one case is a real doer of the action and in the other its object. As a result these oppositions reflect opposite relations which exclude each other. For ex.

(1) 'There's no one else here?'

'Only a retreated gardener who **controls** a pack of mastiff attack dogs, and he himself **is** easily **controlled**' (R. Ludlum).

The voice opposition reflects two contrasting situations in one of which the gardener is a master of the situation and in the other he is himself dependent on somebody's actions.

(2) Rule number one is that you **speak** in my courtroom only when you **are** first **spoken to** (J. Grisham).

The voice opposition reflects the possibility or impossibility of fulfilling an action on one's own initiative. This contrast is additionally emphasized with the help of the adverb *only*.

Antonymic voice oppositions are usually formed by verbs in the indicative mood, but some of them also include verbs in the imperative mood. For ex.

(1) Life is terrible. **Destroy** or **be destroyed** (M. Atwood).

(2) **Don't speak** until **spoken to** (J. Grisham).

Many voice oppositions are formed by infinite forms of the verb (gerund and infinitive) as voice distinctions are also typical of them. For ex.

If the girl was old enough **to attack**, she was old enough **to *be* attacked** (E. Segal).

The element of the passive infinitive is put in italics to emphasize the contrast of voice meanings.

Some voice oppositions are represented by finite verb forms in opposition to non-finite ones or by different non-finite forms. For ex.

(1) 'If I see, I'll have **to kill** you myself, or I'**ll be killed** along with our mother and our sisters' (R. Ludlum) (infinitive – verb in a finite form).

(2) Then she stopped **to observe** her daughter without **being seen** (E. Segal) (infinitive – gerund);

4) opposition of **direct and subjunctive moods** which express either the contrast of imaginary and real actions or the contrast of a supposition and a real action.

In the first case the forms of the subjunctive mood express **contrary-to-fact situations** [4, p. 134]. For ex.

(1) 'You can ring them, tell them your aunt died, that you **are getting married**'.

'Even if I **were getting married**, it wouldn't lessen the importance of my work' (W. Smith).

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The part of the sentence with the form of the subjunctive mood can be interpreted as *I'm not getting married* which shows that it is an exponent of an implicit negation.

(2) 'So he **climbed** the steps.'

Wykeham shook his head. '**Had** he **climbed** the steps up to the tower and walked round he would have slipped closer to the steps' (C. Robb).

In this example the form of the subjunctive mood is also an exponent of the implicit negation (*had he climbed = he didn't climb*). The contrast of the mood forms is emphasized with the monologue marker of negation (*shook his head*).

In the second case the forms of the subjunctive mood express the meaning **'contrary to assumption', 'contrary to expectation'** [3, p. 117].

Such mood oppositions express the contrast of the real situation and its representation as a hypothetical one. For ex.

(1) 'If everyone thought as you, there **would be** chaos!'

'There **is** chaos in any case, my dear Plagot' (P. Ustinov).

The form of the subjunctive mood shows that chaos is possible but there is no chaos yet. On the contrary the form of the indicative mood represents chaos as a real fact.

(2) 'I can sweet-talk my way into anywhere, Buck, and I know you **would do** the same thing'.

'Problem is, I already **did**' (T. Lahaye).

The first speaker represents the action as a hypothetical one while the other opposes to it the information of its fulfillment. This contrast is additionally emphasized with the help of the adverb *already.* Thus, the results of our research show that antonymic categorical oppositions are regularly used in the work of fiction because they can render different types of opposite meanings. They are also important for language teaching as they clearly show the difference of grammatical forms expressed by a definite word.

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Методический аспект использования юмора в учебном процессе

Methodological aspect of the use of humor in the classroom. Using anecdotes in teaching German grammar

Н.В. Голосова

N.V. Golosova

Аннотация   Несомненную педагогическую ценность обнаруживает в себе юмор. Включение в педагогический арсенал средств, методов и приемов, основанных на знании методического потенциала юмора, может стать существенным резервом повышения эффективности процесса обучения, воспитания и развития личности. Ряд современных исследователей (Ш. А. Амонашвили, К. Морис, Л.Ф. Спирин, В.И. Прокопенко, М.И. Станкин) отмечают среди характерологических особенностей личности учителя, наряду с эмпатией – способностью сопереживать, доброжелательностью к другим, необходимыми эмоциональными особенностями характера, - наличие оптимизма и чувства юмора. Среди основных причин, препятствующих употреблению юмора на уроке, выделяют: страх нарушения дисциплины, боязнь показаться смешным, негативное отношение к классу, личные качества педагога (низкая коммуникабельность, негибкость мышления). Однако в педагогике до настоящего времени нет целостных научно обоснованных исследований по проблеме методического и психолого-педагогического потенциала юмора.

Цель данной статьи рассмотреть юмор как педагогическое средство, выделить функции юмора в педагогической деятельности, проанализировать такие методические приемы, основанные на юморе как: намек, ирония, каламбур, гротеск, парадокс, псевдоконтраст, а также рассмотреть таблицу применения юмора в педагогической деятельности, предполагающей реализацию юмора на занятиях по иностранному языку.

Summary Undeniable pedagogical value finds itself in humor. Including humor in the pedagogical arsenal of tools, methods and techniques, can be a significant reserve to increase the efficiency of training and personal development. A number of modern researchers (Sh. A. Amonashvili, K. Maurice, L.F. Spirin , V. Prokopenko , M.I. Stankin) note of the teacher's personality character traits, together with empathy - the ability to empathize, kindness to others, necessary emotional character traits - the presence of optimism and sense of humor. Main reasons preventing the use of humor in the classroom are emphasized: fear of violation of discipline, desire of not being ridiculous, negative attitude to the class, the personal qualities of the teacher (low sociability, inflexible thinking). However, in pedagogical process nowadays there are no science-based researches on the problem of methodological and psycho- pedagogical potential of humor. The purpose of this article is to consider humor as a pedagogical tool, highlight the function of humor in teaching activity, analyze methodological techniques based on humor such as allusion, irony, pun, grotesque, paradox, psevdokontrast and also to consider table use of humor in teaching activities involving the implementation of humor in the foreign language lessons.

Humor is a pedagogical tool, based on the awareness of participants of the communications of various types of discrepancies (between expected and occurred, between the visible and tangible, and so on) related to comic effect, relieving psychological stress and facilitates the creation of friendly relations [2].

Describing humor as a teaching tool, it is necessary to determine its function in educational activities. Let's consider the following functions of humor: informative, emotional, motivational, regulating.

Informative function is that the teacher, using humor, not only conveys some information about the subject of the speech, but also manifests itself as a person (expresses personal attitude, and has the ability to take into account the individual characteristics of the pupils). Sense of humor during communication, expressed in calembour, characterizes the culture of anecdote, tact and the mind of man, creating the comic situation.

In addition, using humor teacher can extend a personal attitude, as well as to show the ability to take into account the individual characteristics of the learner. Most acquires greater significance because of the reaction the interlocu-

tor teacher receives information about it, in particular, about its ability to understand and accept.

The emotional function of humor provides a satisfactory feeling in any situation. It allows less painful to adjust to changed circumstances. The higher the educational process participants have the ability to understand and create comic, use it to overcome difficult situations, the less are they symptoms of depression and low mood, low self-esteem, hopeless perception of their future.

Humor can serve as a means of relieving psychological stress, psychological defusing, creative and ultimately contribute to the effectiveness of pedagogical activities. In addition, by using Group Policy, you can control the essence of humour; create conditions for collective action, and forming a team of students. Humor can serve as a means to their own emotional support and emotional support of others. The motivational function of humour serves as a stimulus for self-education and stimulates the search for new means of measuring.

Joke can sometimes be pedagogically useful, rather than punishment or reprimand. In addition, humor is a means of expressing the individuality of both teachers and students. The ingenious teacher always finds an unconventional solution to pedagogical tasks. Thus, the desire to use humour in a professional activity may be due to various causes, but in any case the pedagogical tool must contribute to the positive solution of pedagogical tasks.

The regulatory function is that humour regulates the relations between teachers, between teachers and students, between students. Sometimes, to join the conversation, the teacher begins with a witty comment or story about a funny story. It's important sometimes to make a person laugh and then it's easier to achieve an emotional contact with him, call for location.

Humour contributes to favorable solving of conflict situations. As the basis of friendly relations between the participants of the educational system, humour involves positive intentions and positive ideal of each of them. The methods of teaching based on humour are: allusion, irony, puns, irony, grotesque, pseudo contrast.

Irony is the way in which the teacher creates educational situation contrasts, somewhat different, often exquisitely gallant form of its expression.

Pun (or way of the double interpretation of the incident, the situation or problem) is achieved through word games, the use of the original course of thought. Grotesque is a humorous acceptance of conscious educational influence based on exaggerating or understating the typical characteristics of a person, phenomenon, situation, life event. Paradox is a conscious change habitually used in language. Pseudo contrast is a false dichotomy; the way in which the teacher is the final part of the strength of the opposes affirmative sentence or judgment of its beginning, in fact, enhances its original idea [1, p.69].

Receptions allow to specify a number of positions in the pedagogical process. To use laughter in the audience is to study with pleasure. Its effectiveness is increased when the teacher skillfully uses techniques [3].

Among the main obstacles to the use of humour in the classroom are: fear of breach of discipline, fear of being ridiculous, rejection of the class, the personal qualities of a teacher (low communicability, the inflexibility of thought).

Taking into account the specificity of the German language, we have developed a table of humor application in the educational activities involving the implementation of humor at the advanced level of knowledge of students, the wider use of humour in the classroom. This implies the differentiation approach to the selection of teaching materials for lessons. For example, at the initial stage of the study puzzles are more effective, as well as games, rhyming and humorous contests.

Table 1 - Implementation of humour in the classroom.

No	Method. techniques based on humour	Aim	Competence development	Sort of pedagogical speech activities	Humour functions	Training standard level	Aim
1.	Humorous riddles	The development of analytical mentality	Language, learning and cognitive	Auding, speaking	Informative, emotional & motivational	Elementary	and in-
2.	Humorous	Consolidating	The language	Auding	Informative,	Elementary,	

	commands	of the new vocabulary	competence of compensatory		emotional, motivational, regulating	intermediate
3.	Humorous anecdotal illustrations	The development of creative mentality	Educational-cognitive compensatory	Auding, speaking, writing, reading	Informative, emotional, motivational, regulating	Elementary, intermediate, advanced
4.	Humorous interview	The development of communication skills	Social, cultural, compensatory & intercultural	Speaking, auding	Informative, emotional, motivational, regulating	Advanced
5.	Humorous games	Consolidating of the new material	Learning and cognitive	Auding, speaking, writing, reading	Informative, emotional, motivational, regulating	Elementary, intermediate
6.	Comic sketches	The development of creative abilities.	Language, learning and cognitive	Speaking, auding	Informative, emotional, motivational, regulating	Elementary, intermediate
7.	Special humorous lessons	The development of a sense of humor & analytical mentality	Compensatory & intercultural	Speaking, auding, reading	Informative, emotional, motivational, regulating	Elementary, intermediate

Thus, humor as a pedagogical tool plays an important role in the educational process. By performing such functions as an informative, emotional, motivational, regulating, it removes a psychological tension and helps to create a friendly relationship. Humor activates the process of learning, attaches to creative solutions of complex issues, teaches to think.

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Семантика как предмет обучения. Семантические сдвиги общераспространенных английских прилагательных
Semantics in Teaching. Semantic Shifts of Common English Adjectives

Н.Н.Зеркина
N.N.Zerkina

Аннотация Статья посвящена рассмотрению изучения семантики английского прилагательного через семантические сдвиги. Автор уделяет особое внимание роли английских имен прилагательных, как специфических структур, в формировании адъективной картины мира, а также единиц, формирующих лексический запас и лингвокультурологическую компетенцию студентов.

Ключевые слова семантика; семантические сдвиги; прилагательное; английский язык.

Summary The paper considers teaching of English adjective significance though studying semantic shifts. The author emphasizes the role of adjectives as specific structures in performing adjectival worldview and forming vocabulary and linguacultural competence of students.

Key words semantics; semantic shifts; adjective; the English language.

The real significance of linguistic units is one of the most difficult aspects in language teaching. It is rather difficult to define the meaning of a word as it is connected with many lingual and extra lingual aspects – logical and psychological, historical and philosophical.

Humans have been using the language for a long time, though no one knows how long exactly. A word or any linguistic unit absorbs values of the ages in which it lives.

The problem of understanding the meaning of linguistic units is linked with a possibility of increasing our knowledge about the world diachronically.

The meaning of linguistic units depicts and encapsulates historical and social development of the nation.

The article discusses the processes of origin and evolution of several common English adjectives because adjectives add colour to any language and it is natural that people try to interpret the hues.

Such an approach proceeds from an assumption (though debatable) that with every new explanation of the real significance of any English adjective our knowledge does increase, at least in the way that reveals hidden semantics of English adjectives in texts of different historical epochs.

"But if we want to characterize the semantic usage properly which is accepted in any speech community and belongs to the described language, we should not only describe it. We can achieve the result only by applying collective estimations which are adopted in the community so we must take into consideration the public opinion. One and the same thing may have different descriptions in different civilizations. Such semantic definitions must have substantial consequences for the formal analysis of linguistic units" [2, p. 405].

The meaning of English adjectives is dictated by popular usage, and adjectives are often changing meanings through a variety of processes.

The leading processes are metaphor and metonymy. They involve a change with the addition of meanings due to a semantic similarity or connection between the new sense and the original one. For example some colour-adjectives *(purple, kermes, saffron and so on)* took their names from places where the paint is used to colour or from the plants and animals that gave the name to the paint.

 Old English *purpul* comes from Latin *purpura* and Greek *porphyra.* It is a borrowing of the ninth century. "The words originally meant purple fish or shellfish and were the names for the whelk or snail from which a brilliant dark red or purple dye could be obtained. This dye was the bases for the wealth of the Phoenician trading empire, which flourished in the lands around the Mediterranean Sea several thousand years ago"[1, p. 68].

The next leading method of changing meaning is generalization.

Let us disclose the way it works in the language. For instance, at the beginning of the fifteenth century the word "fabulous" meant "mythical, legendary" resembling a fable, from Latin "fabulous" celebrated in fable, rich in myth; then it meant "incredible" because what is found in fables is incredible [7]. Now it has weakened even more and you can use it to describe any particular thing that you like.

The next example of generalization may be *"awful"*. It originally meant "inspiring awe" as in *awe of God* but since what inspires awe isn't always so pleasant, it came to mean something negative. By the 1300 the word *agheful* ment "worthy of respect of fear". *Aghe* is an early form of *awe* [5]. The original sense of awful – inspiring awe – doesn't even exist anymore.

"Awful" is one of many English adjectives which also has gone through the process of weakening, in which the sense of the word is toned down. The weakened sense "very bad" is from 1809 and the weakened sense of "exceedingly" exists from 1818 [4].

Adjectives can also transform through specialization or narrowing of meaning. The process indicates that an adjective passes from general usage and acquires some special meaning. When the meaning is specialized, the scope of the notion is narrowed, it has fewer referents, but the content of the notion is enriched, the notion will include a greater number of relevant features.

Because of the capricious nature of people, words are the subject to value judgements and go through the processes of pejoration and amelioration. Often this is the result of changes in society.

The case of pejoration we can illustrate by the adjective *"cheap"*. Old English noun *ceap* meant "traffic, a purchase" and only by the sixteenth century, the word starts to be used as an adjective.

"We first see this word used as a noun to mean "barter" or "bargain" or the place where these transactions occur, such as the shop of London's Cheapside. It is an ancient word, first seen rendered as "ceap" in Beowulf (first manuscript source, *circa* 1000). By the 16th century, the word starts to be used as an

adjective with connotations of "lack of worth" in expressions such as "cheap talk", "cheap flattery", "cheap trick", "cheap and nasty" and "dirty cheap". By the end of the 16th century "cheap" was often used contemptuously to refer to people who were regarded as too familiar; by the middle of the 20th century the sense of the word improved a tad, and in many cases it is now used merely as a synonym for "inexpensive". Nevertheless, most people resent being called "cheap". The first citation of "cheapskate" is from 1896. The "skate" part, meaning "fellow", comes from the Scottish *skyte,* "contemptible person". Beginning in the 20th century, the term "cheap shop" has been pervasive. It started off as a term referring to unfair tackle in football, but it is often used outside football and even in non-sporting arenas"[3, p.11][6].

The adjective *cheap* went through evolution from the noun meaning "a barter, a purchase" to adjectival meaning "inexpensive".

Modern synonyms "*nice*" and "*pretty*" both went through the amelioration.

The word "*nice*" derives from the Latin *nescius*, "ignorant, unaware, simple, stupid, foolish" and the first sense of the word at the beginning of the twelfth century was "ignorant or foolish". Starting in the fourteenth century the word obtained many other senses, including "extravagant", "scrupulous", "coy", "dainty", "refined".

"In many examples from the sixteenth and seventeenth centuries it is difficult to say in what particular sense the writer intended it to be taken" [8].

In the middle of the eighteenth century the word started to be used as a synonym for "pleasant".

In Old English *prɪttig* possessed a negative sense, and it was synonymous at first with "cunning" or "crafty" and later with "able", "clever" and "skilful". It was a derivative of the word *prɪt,* "trick" or "wile". By the fifteenth century, we see the occasional use of "pretty" to mean "pleasing in appearance". But there were many other connotations. In the seventeenth century it acquired a sense akin to the way we use "nice" nowadays [9].

Many English adjectives also have gone through the process of weakening, in which the sense of the word is toned down. For instance, *dreadful* - "full of dread". In early thirteenth century it meant "causing dread" and by the seventeenth century appeared the weakened sense of the adjective "very bad".

Less often, some adjectives strengthen. In the modern English synonyms of *"elegant"* are bound to "beautiful", "graceful", "nice". But from the fifteenth century it included "fastidious", "foppish", "tasteless". "Although the adjective *"elegant"* was used positively during that era, it could also imply an unfavourable or unrefined use of ornament."[3, p.25]

Thus, studying and teaching the real significance of the English adjectives diachronically makes it possible to increase our knowledge of the adjactival worldview and how it is linked to the problem of understanding the meaning of linguistic expressions.

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Лингвистическая репрезентация «Первой Симфонии» И. Брамса в романе Дж.Б. Пристли «Улица Ангелов»

Linguistic Representation of "The First Symphony" by J. Brahms in the Novel "Angel Pavement" by J.B. Priestley

О.С. Камышева

O.S. Kamysheva

Аннотация Статья посвящена исследованию лингвистических средств реализации музыкального звучания «Первой Симфонии» И. Брамса, представленной в романе Дж.Б. Пристли «Улица Ангелов». Стилистические средства позволяют передать мелодическую тему музыкального произведения на различных уровнях языка: лексическом, морфологическом, синтаксическом, фонетическом и графическом. На основе конвергенции использование данных стилистических фигур позволяет достичь максимального экспрессивного эффекта.

Ключевые слова музыка; стилистические средства; языковые уровни; конвергенция.

Summary The article is devoted to the research of linguistic means for the realization of the music from "The First Symphony" by J. Brahms, described in the novel "Angel Pavement" by J.B. Priestly. Stylistic means allow creating the melody of the musical work on different linguistic levels: lexical, morphological, syntactic, phonetic, graphical. The use of these stylistic devices based on the process of convergence helps to get the greatest expressive effect.

The article is devoted to the research of music representation realized in the extract from the novel "Angel Pavement" by J.B. Priestley [6]. The character of the novel, Mr. Smeeth came to the concert and was listening to the First Symphony by J. Brahms.

The author uses stylistic means on different linguistic levels to express musical characteristics: timber, pitch, loudness, tempo, rhythm and others. Besides, the attention is paid to Mr. Smeeth's emotions and impressions from the music.

The following stylistic devices on the linguistic levels can be distinguished:

1. Lexical means: allusion, metonymy, metaphor, simile, musical terminology;
2. Morphological means: inversion;
3. Syntactic means: repetitions, parallel constructions, long sentences;
4. Phonetic means: alliteration, onomatopoeia;
5. Graphical means: italicized words.

These stylistic means on each linguistic level will be analyzed in detail based on the extract from the novel "Angel Pavement" by J.B. Priestley.

On the lexical level J.B. Priestley uses allusion as a "brief, usually indirect reference to a person, place, or event real or fictional" [2]. The author indicates that the orchestra is performing The First Symphony by J. Brahms:

...he had a peep at it and had just time to discover that it was a symphony, ***Brahms' First Symphony*** *in fact, they were about to hear* [6, p. 223].

The author uses metonymy, "a figure of speech in which a thing or concept is called not by its own name but rather by the name of something associated in meaning with that thing or concept" [4]. He describes the actions of the composer instead of the movement of the melody. In Mr. Smeeth's imagination

the minor key and the slow tempo of the melody is manifested as J. Brahms has got in a bog:

*After that the whole thing seemed to be slithering into hopelessness, as if **Brahms had got stuck in a bog** and the light was going* [6, p. 224].

The author expresses music, using metaphor, "a figure of speech in which an implied comparison is made between two unlike things that actually have something in common" [3]. Thus the passages of the piano are represented as scattering silver showers. The melody metaphorically becomes a human being going up and down the ladder of chords:

*...the piano would join in, **scattering silver showers of notes** or perhaps **wandering up and down a ladder of quiet chords** ...* [6, p. 222].

Simile is "a rhetorical figure expressing comparison or likeness that directly compares two objects through some connective word such as like, as, so, than, or a verb such as resembles" [7]. Thus the long sounds in minor key are described as doomed giants:

*... great mourning sounds came reeling out again, **like doomed giants*** [6, p. 224].

In the extract the following musical terms are used: *chords, unison, symphony*. They allow J.B. Priestly to create the musical atmosphere:

*The strings in a rich deep **unison** sweeping on, and you were ten feet high and had a thousand glorious years to live* [6, p. 224].

On the morphological level the writer comes to inversion. The traditional word order is changed, as it is supposed, to attract the listener's attention to the process of the music:

*... **there came a sudden gush of melody**, something infinitely tender swelling out of the strings or a ripple of laughter from the flutes and clarinets...*[6, p. 223].

Syntactic means (repetitions, parallel constructions, long sentences) are used to realize the rhythm and the special movement of the melody.

Words or phrases are repeated throughout the text to emphasize certain facts or ideas [8]. The monotonous insertion of pizzicato (the musical method of playing the string instruments without using bows) is presented in the repetition of the words *twanging and plucking*:

*There were queer little intervals, during one of which only the strings played, and they **twanged** and **plucked** instead of using their bows, and the **twanging and plucking**, quite soft and slow at first, got louder and faster until it seemed as if something was going to burst, the **twanging and plucking** was over...* [6, p. 224].

Parallel constructions are used to realize the identical musical phrases:

*All the violins were sorry about it; **they protested, they shook, they wept**...* [6, p. 222].

The fast tempo and intension of the melody performed by the piano and the orchestra at the end of the concert can be represented in a long complex and compound sentence:

In the end, they had a pell-mell race, and the piano shouted to the orchestra and then went scampering away, and the orchestra thundered at the piano and went charging after it, and they went up hill and down dale, shouting and thundering, scampering and charging, until one big bang, during which the little chap seemed to be almost sitting on the piano and the conductor appeared to be holding the whole orchestra up in his arms, brought it to an end [6, p. 222].

On the phonetic level alliteration and onomatopoeia take place.

Alliteration, "a phonetic stylistic device which aims at imparting a melodic effect to the utterance" [1], allows to create the timber of some musical instruments. Thus the sound *[f]* realizes the sounds of the brass instruments:

It began, this last part, with some muffled and doleful sounds from the brass instruments [6, p. 223].

The sounds *[s]* and *[z]* allow expressing the timber of the string instruments:

… there was muddle and gloom, an a sudden sweetness of violins… [6, p. 224].

Onomatopoeia, "the use of words whose sounds imitate those of the signified object or action" (7), reflexes the timber of the piano:

*But the second the orchestra stopped he would hurl himself at the piano and crash out his own **Terrum, ter-rum, terrum, terrum, trum trum trrr*** [6, p. 222].

The graphical level includes the use of italicized words. Thus the final chords of the symphony are expressed with the help of the repetition of the word *there*. The usage of the last italicized word *There* with the capital letter means that the last chord was especially accentuated, it was really the last:

*Mr. Smeeth had given it up, when back it came again, swelling his heart until it nearly choked him, and then it was lost once more and everything began to be put in its place and settled, abruptly, fiercely, as if old Brahms had made up his mind to stand no nonsense from anybody or anything under the sun. **There, there, there, there,** There. It was done* [6, p. 224].

As a conclusion, the stylistic means on different linguistic levels are not used in isolation. They are closely interconnected. Based on convergence the stylistic devices allow representing exactly the difficult classical music and achieving the brightest expressive effect.

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