

Интернационализация образования. Образование в странах мира

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ORGANIZATION OF DEVELOPING LINGUISTIC ASSOCIATIONS FOR SCHOOLCHILDREN ON UNIVERSITY GROUNDS

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The article is devoted to the analysis of peculiarities of organization of developing linguistic associations for schoolchildren on university grounds. Despite the importance and sufficient popularity of learning foreign languages, many schoolchildren experience various difficulties and fail to achieve any meaningful results. Developing linguistic associations organized through additional training are effective in solving language problems. The authors believe that such associations can be organized on pedagogical university grounds, taking into account their didactic, innovative and research potential. The organization of training within developing linguistic associations differs in many ways from the traditional process. Foreign language classes implement the ideas of informal learning, use a set of innovative technologies, embody the ideas of surprise approach. Despite the existing contradictions, developing linguistic associations can become effective in junior school, providing a developing personality-oriented multi-functional space for learning foreign languages.

Keywords: learning foreign languages, junior school, developing linguistic associations on university grounds.

Introduction

In modern reality, knowledge of foreign languages is necessary for professional and personal development. Nowadays an increasing number of people wish to study a foreign language setting different targets. This is mainly typical of residents of megacities and large cities. However, the trend is not widespread. The starting point for learning a foreign language is a comprehensive school. The basic level of communicative competence with its components is formed in the process of school language education. The school graduate should be able to carry out foreign language communication in various thematic situations. However, many schoolchildren experience language difficulties and their level of foreign language proficiency is inadequate for various reasons. Thus, there is a contradiction between the official requirements for the level of foreign language proficiency and the real state of affairs. This situation is due not only to the lack of a language environment, but also to other factors leading to the deterioration of learning outcomes.

The teaching of foreign languages in a comprehensive school begins in the second grade.

The initial stage is the basis on which the success or failure of further acquisition of a foreign language depends. Practice shows that many primary schoolchildren perceive a foreign language as something alien, and facing problems they quickly lose motivation to study it. The resources of a pedagogical university may have effective opportunities in motivation development and combating difficulties of junior schoolchildren. Developing linguistic associations for such schoolchildren can be effectively organized on university ground. These associations, having an innovative orientation, allow to implement certain advanced pedagogical experience, ideas of informal education, to apply lingvodidactic means, which are practically not used in a comprehensive school. Due to novelty, possibilities of developing linguistic associations for schoolchildren and peculiarities of their organization on university grounds require special consideration.

1. Study of the state of the problem in the scientific literature

Analysis of literature shows that in domestic and foreign pedagogy there are no studies devoted directly to revealing the essential character-

istics of developing linguistic associations. In order to achieve the goal, the authors considered works: in the field of additional language training (Y.V. Kopylova et al.) [11]; revealing the developing potential of a foreign language (A.V. Chistyakov et al.) [1]; provisions of informal foreign language training at various age stages (T. Jeffs, P. Hewitt, A.V. Dubakov, T.F. Ermakova, M.V. Kutyeva, O.A. Novosyolova, O.V. Roytblat, G.V. Sorokovykh, etc.) [2, 4, 8, 10, 12, 14, 15, 17]; reflecting the peculiarities of the implementation of innovative lingvodidactic technologies, in particular the technology of edutainment (M. Miller, B. Svencer, O.O. Diacanov, T.V. Sapuch, I.G. Hangeldiyev, etc.) [3, 7, 13, 16, 19]; ideas of surprise approach (P.A. Stepichev) [18].

Based on the studies identified, it can be concluded that developing linguistic associations are organized both within higher educational establishments and beyond their borders. The last cases prevail. Today, additional language training develops quite intensively, often on a commercial basis. However, educational establishments, in particular universities, can organize developing linguistic associations on a socially oriented basis.

V.N. Ivanchenko believes that additional language training aimed at the general development of each student's personality can become an integral part of comprehensive education. Modern additional training of schoolchildren is a harmonious unity of knowledge, creativity, communication between children and adults [9, p. 57]. Developing linguistic associations are organized as part of additional training. Here there is freedom to choose lingvodidactic technologies, more opportunities exist for designing the developing educational environment.

In a generalized aspect, developing linguistic associations should be understood as a purposefully organized group(s) for the study of a foreign language, whose activities are extra-curricular, innovative and bear developing aspect. The developing linguistic association is a creative space, a pedagogically comfortable environment aimed at eliminating language errors and removing social and psychological barriers, further formation of language skills and their consolidation. The choice of approaches, methods and means to achieve the objectives is important within the framework of developing linguistic associations. Junior pupils beginning to study in developing linguistic associations have various difficulties and it is natural that the organization of the learn-

ing process should take into account the motivational component. Developing linguistic associations can be permanent (long-term) or fragmented (short-term). Creative associations of foreign language, linguistic studios, etc., are considered as permanent. Fragmented (short-term) associations include sessions in recreation camps, speaking clubs, etc.

Justifying the possibilities of a pedagogical university as a platform for the creation of developing linguistic associations, it should be noted that they can successfully function on additional educational grounds (Children's creativity educational establishments, etc.). However, higher education institutions have more innovative capabilities, where the results of a scientific research can be implemented in the educational process of such associations. In addition, the research has repeatedly stressed the social mission of universities (L.A. Fadeeva, K.A. Punina, etc.) [5], which allows them to create developing linguistic associations as socially oriented platforms.

Developing linguistic associations are based on principles justified by Y.V. Kopylova. These include the principles of communicative orientation, innovation, creativity, quality of the process, freedom to choose language material, advancing learning, systematic approach. These principles describe the orientation of developing linguistic associations, peculiarities of their work, used methods and means [11].

It is important for schoolchildren to get the lost interest in the study of a foreign language back during the period of study in the developing linguistic association. There should appear faith in one's own forces and a desire not to stop at what has been achieved. Non-formal learning facilities can be effective, they can reduce difficulties in many ways during primary school years. In fact, informal learning can be identified as a kind of meaning basis of developing linguistic associations. However, learning in the context of a developing linguistic association can be mixed so that elements of informal learning are integrated into traditional one.

A.V. Dubakov believes that in the process of learning a foreign language, younger schoolchildren quite often do not realize the importance and necessity of what is happening, they perceive the language as an alien element. Not everyone has an interest in its further understanding, although this fact is without exaggeration important. New sound system, obscure grammar rules, lexical units present serious difficulties for younger

schoolchildren. The mechanisms of informal learning lie in the fact that its organization allows to escape from the “routine” of a usual lesson, to make the explanation of the new rules more understandable and unorthodox, to form a language-conscious interest [3].

O.A. Novosyolova believes that informal education is characterized by mobility, flexibility, freedom to use organizational forms and programs. It is efficient and somewhat easier to organize. This explains why non-formal education is seen as a tool in a life-long learning. By informal education, the researcher means “any type of organized and systematic activity that cannot but coincide with the activities of schools, colleges, universities and other institutions that are part of the education system” [14].

O.V. Roytblat believes that in a generalized context, informal education is characterized by both systematization and non-systematization of learning or self-learning. In most cases, it can be compared even with the spontaneous activities of students. A leading sign of informal education is meeting the emerging educational needs of learners, social or professional groups and communities, society [15]. Informal foreign language education in the most generalized aspect means transference from traditional to informal organization of the learning process. Thus non-standard didactic models are used to achieve the results of language education. In the process of informal education, didactic tools that go beyond traditional education in some parameters are implemented, and there is variation and flexibility of organizational forms.

Innovative technologies are used within the framework of developing linguistic associations, which can ensure the realization of the principle of novelty and make the learning process more meaningful and original. In this case, it should be noted that the technology of edutainment might be considered as a meaningful basis of informal learning of a foreign language. In fact, these concepts are largely synonymous. Taking into account the research of O.O. Diacanova, T.V. Sapuch, I.G. Hangeldieva, it is possible to interpret edutainment as training with entertainment elements. In the context of informal learning, entertainment elements are observed quite frequently [3, 7, 16].

The ideas of the surprise approach are also realized during the classes in developing linguistic associations. P.A. Stepichev believes that the surprise approach is primarily based on relations,

not on requirements in the sense that the emotional reaction to the studied material and the teacher creates a field for cooperation as a special relationship between the student, the teacher and the studied material. It is a surprise that can be the basis for the formation of sustained internal motivation for learning a foreign language. The author highlights four sources of surprise in a lesson: a surprise by fact, a surprise by method, a surprise by learning environment and a surprise by one's own skills [18].

Thus, within the framework of developing linguistic associations, ideas of informal teaching of a foreign language, a number of innovative lingvodidactic technologies, in particular entertainment, ideas of the surprise approach are implemented. Language classes in developing linguistic associations are unusual and non-standard due to the complex implementation of designated ideas. However, there are elements of formal learning in the work of developing linguistic associations.

2. Methodology

In order to confirm the above-mentioned provisions, pilot-search work was organized within the framework of a purposefully organized developing linguistic association. This association was the creative linguistic studio “Happy English” created on the basis of Federal State Budget Educational Establishment “Shadrinsk State Pedagogical University” and functioning during the academic year. 80 students of the 2nd–4th grades, 2 teachers of the Theory and Practice of the Germanic Languages Chair and students of the Faculty of Humanities took part in this research work.

Theoretical analysis, observation, interviewing, testing were used as research methods. Data obtained by theoretical analysis was put into practice. Conclusions on the impact of developing linguistic associations were obtained in the course of monitoring the work of students, through a survey, during the analysis of the results of the activities.

3. Results of the study and their discussion

Classes at “Happy English” studio were held according to a stable schedule twice a week. In addition, the studio was involved in carrying out extra-curricular events and workshops. Volunteer students of the Faculty of Humanities from the Shadrinsk State Pedagogical University were involved in conducting classes and events. As part of the implementation of the project, a webpage of the studio in the social network

“VKontakte” was created, where tips on learning English were published, as well as video blogs of the YouTube company were attached.

The activities of “Happy English” linguistic studio were focused on the following tasks:

1. Formation of language-conscious motivation of the students with low level of language training.
2. Levelling language difficulties among younger schoolchildren.
3. Formation of the students’ skills in various types of speech activities (listening, speaking, reading, writing) and aspects of foreign language speech through innovative tools.
4. Formation of socio-cultural awareness of the students.
5. Development of students’ personal qualities during English language classes within the studio.
6. Creation of a purposefully organized environment for the usage and research of innovative lingvodidactic technologies.

In the methods of teaching a foreign language there are different forms of carrying out classes, but some advantages are provided by those that are non-standard, or take place in a game form with a use of interactive technologies, or the embodiment of ideas of edutainment that are seldom used in an ordinary lesson. It is noted that during the game the educational information is perceived better, and the study of a foreign language will not only acquire the format that can interest the students, but also motivate the further study of foreign languages [6]. In the course of non-traditional lessons, junior schoolchildren were surprised not only by the methods and means used, but also by their own achievements.

During the classes a lot of time was devoted to the development aspect, a lot of country study information was considered. As part of the work of the studio, a variety of events were held, including the quest “Introducing Great Britain and its residents”, the quest “Introducing the USA and its residents”, a costume event based on Lewis Carroll's “Alice in Wonderland” fairy tale, “Sherlock Holmes Mystery Quest”, a series of workshops “New Year and Christmas Fantasy”, holiday celebrations of Halloween and Christmas, a session of table games in English, a party of children's English songs, a quiz on studied topics.

During the work of the studio students took part in international Olympiads from such centers of additional education as “Snail”, “Anglius”, etc. A special attention should be paid to the participation in the international project of sociocultural orientation “A Postcard to a New Foreign Friend” (Postcrossing). Within the framework of

this project, the students learned how to fill in and send a postcard to another country.

The work of the language studio had a creative character; it focused on helping those interested in English but experiencing difficulties, on enhancing the opportunities of each student through organized educational events. During classes within this developing linguistic association, students not only improved the level of their foreign-language communication skills, but also enriched the vocabulary, learned to work with socially important sources of foreign-language information. In addition to the above, classes in the studio contributed to the expansion of the general cultural outlook, the formation of skills of effective interaction, educational mobility.

The course of training at “Happy English” studio ended with both formal and informal assessment. Final lexico-grammatical test on the studied topics was used as a tool of formal assessment while participation in the Town Drama Festival in English, traditionally held at Shadrinsk State Pedagogical University was an informal check of students' skills. All studio participants received certificates of completion of training.

4. Conclusion

During the work of the studio “Happy English” both advantages and shortcomings of developing linguistic associations were revealed. In particular, the level of communicative competence of students increases. In addition, the level of language-conscious motivation increases. This is evidenced by better school marks and by rising motivation in learning a foreign language. However, in developing linguistic associations, it is not appropriate to use only the means of informal learning, as this can lead to a decrease in their impact. Developing linguistic associations implement personal-oriented approach, they can function on university grounds effectively, and this ensures improvement and development of their activities.

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ОРГАНИЗАЦИЯ РАЗВИВАЮЩИХ ЛИНГВИСТИЧЕСКИХ ОБЪЕДИНЕНИЙ ДЛЯ ОБУЧАЮЩИХСЯ ШКОЛЫ В УСЛОВИЯХ ВУЗА

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Статья посвящена анализу особенностей организации развивающих лингвистических объединений для обучающихся школы в условиях вуза. Несмотря на всю важность и достаточную популярность изучения иностранных языков, многие обучающиеся общеобразовательной школы испытывают различные трудности и не достигают нужных результатов. Эффективными в устранении языковых проблем являются развивающие лингвистические объединения, организуемые в русле дополнительного образования. Авторы полагают, что подобные объединения могут быть организованы в условиях педагогических вузов, учитывая их дидактический, инновационный и научно-исследовательский потенциал. Организация обучения в рамках развивающих лингвистических объединений по многим параметрам отличается от традиционного процесса. Здесь на занятиях по иностранному языку реализуются идеи неформального обучения, используется комплекс инновационных технологий, воплощаются идеи педагогики удивления. Несмотря на имеющуюся противоречивость, развивающие лингвистические объединения могут стать результативными, представляя собой развивающее личностно-ориентированное полифункциональное пространство для изучения иностранных языков в младшем школьном возрасте.

Ключевые слова: обучение иностранным языкам, младший школьный возраст, развивающие лингвистические объединения в условиях вуза.

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