В статье рассматриваются и оцениваются альтернативные методы преподавания. Развитие науки и современных технологий открывают горизонты для новых поколений студентов. Для преподавателей это представляет определенное испытание, поскольку им необходимо находить новые комбинации во всем разнообразии современных методов для наиболее эффективного обучения студентов.

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USE OF FOREIGN LANGUAGE AS MEANS OF STUDENTS’ DRUG ABUSE RESISTANCE FORMATION

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The author considers the potential of a foreign language as a means of students’ drug abuse resistance formation, and shows that with this kind of interdisciplinary approach on the one hand students learn a foreign language speech activity through the active forms and methods of work and the system of exercises and tasks, and on the other hand the formation of personality’s drug abuse resistance formation occurs.

Key words and phrases: integration; interdisciplinary connections; exercises and tasks; active forms and methods of work; drug abuse resistance; prevention; drug abuse resistance education; addiction.

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В статье рассматриваются и оцениваются альтернативные методы преподавания. Развитие науки и современных технологий открывают горизонты для новых поколений студентов. Для преподавателей это представляет определенное испытание, поскольку им необходимо находить новые комбинации во всем разнообразии современных методов для наиболее эффективного обучения студентов.

Ключевые слова и фразы: архетипы; блиц-резюме; виртуальные школы и университеты; смешанное обучение (обучение на основе комплекса ресурсов); автоматизированный контроль.

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ANOTHER APPROACH TO EDUCATION (ON ALTERNATIVE METHODS OF FOREIGN LANGUAGE TEACHING AND LEARNING)

Traditionally education has been seen as one of the most conservative industries. As a result it has fallen behind the other spheres of life so much as to cause lots of employment problems. Workforce has often to be additionally educated or even re-educated to fit modern industry requirements.

The time has come to introduce a different approach to education. Here we can highlight two aspects: a structural and a conceptual one.

Speaking of the structural aspect we should concern five alternative models of education delivery:
1. The use of archetypes. An archetype is a universally understood symbol, term, statement, or pattern of behaviour, a prototype upon which others are copied, patterned, or emulated.

The models had to be compelling. In other words, they had to be
- easy and quick to describe – the classic “elevator pitch” but for a short elevator ride in a crowded elevator;
- memorable;
- repeatable to others without distortion even in the same language;
- translatable into other languages.

2. Creating virtual schools and universities. By a virtual university we mean a tertiary institution (ISCED Level 5 or 6) where students study online, usually at home but sometimes at their place of employment, for most of their study time, with physical attendance very much in the minority, though in some institutions it’s a key component.

3. Blended learning. Blended learning is education that combines face-to-face classroom methods with computer-mediated activities. According to its proponents, the strategy can provide more effective education while avoiding the “loneliness of the long-distance learner” that can occur in purely virtual institutions.

4. Resource-based learning. The wide use of internet resources in education provides:
- open access. Participants do not need to be registered students in a university and are not required to pay a fee.
- scalability. The course is designed to support an indefinite number of participants with just a few teachers, whereas most traditional courses (even online ones) depend on a small ratio of students per teacher.

Clearly, to achieve this, some pedagogic compromises have to be made. The first is that, as in open universities from their beginning, there is a much greater focus on resources. While resource-based learning has many advantages from the point of view of a provider (in particular, far lower running costs even if the capital costs are high – and they may not be high if OER, i.e. worldwide learning network of shared teaching and learning materials made freely available online, can be used), there is extensive literature on the problems this modality can cause for learners, either teenage or adult, if there is no adequate tutorial support.

Despite the literature, it has to be said there are still some virtual institutions, including some public providers, who provide very little or no tutorial support on many of their courses.

5. Automated assessment. A related approach to reduce the teaching “burden” (a telling phrase) on institutions is to replace human-based assessment (whether for credit: summative – or for feedback: formative) by automated assessment.

As far as the conceptual aspect is concerned, we are to mention several techniques now used in education. Here we refer to so called “smart education”, with smart learning technologies such as webinars, social nets and twitter implemented in a foreign language teaching process. The use of all these modern technologies enlivens the teaching process and makes it more interesting.

6. Blended technology in foreign language teaching at the university. Modern economic development and international integration, cultural, scientific and technological exchange between different nations entail an increase in the learning and practicing of foreign languages and requires high quality of foreign language teaching and communication.

Nowadays, a variety of innovative methods in foreign languages teaching are widely used such as distance learning or e-learning, which is based on contemporary information technologies. E-learning combined with traditional ways of foreign languages teaching and learning is usually called a mixed model of learning or a blended technology. The following are considered to be integral components of modern e-learning of foreign languages:

- synchronous learning tools: chats, ICQ, Skype, interactive whiteboards;
- asynchronous tools: e-mail, blogs, forums, Twitter, video and audio podcasts, on-line testing.

One of such interactive tools is a webinar (from web-based seminar) which can be attributed to both categories: synchronous and asynchronous e-learning. In the event where the student is participating in an online webinar and listening to the teacher’s lecture in real time and asking him a question via chat, we deal with synchronous training. If the record of a webinar was downloaded from the site some time ago, we are to deal with an asynchronous type of webinar and e-learning.

All of the above tools contribute to the traditional methods of foreign languages teaching, facilitate the formation of communicative competence and foreign language communication skills, and develop the ability to make independent decisions when socializing in educational, official scientific and practical day-to-day recreational settings. Such a diversified and comprehensive approach to learning foreign languages comes from the necessity of foreign language intercultural communication in a variety of different spheres and increases students’ motivation to obtain professional knowledge and expertise and develop their intellectual and creative potential.

In the Moscow State University of Economics, Statistics and Informatics the system of e-learning, Campus, has been successfully used in the educational process for about ten years. It gives students the opportunity to discuss the most topical issues in forums, listen to webinars on many subjects, communicate by e-mail, receive an access to teaching and learning materials, get tested on-line, etc.

In distance education a lecturer or a tutor plays the role of a manager, facilitator and moderator for a student group. The use of these on-line forms of communication can increase the audience’s interest in the ongoing training, seminars and lectures.

7. Skype in learning English. Without a doubt, learning English via Skype can help obtain and improve learners’ level of language skills and knowledge at any time and from any location. Quite obviously, face-to-face lessons with a teacher are more preferable at an early stage. Later, it is feasible to learn a foreign language in groups of 2 to 3 students under a teacher’s or tutor’s guidance. They can quickly and effectively expand their vocabulary, polish their speaking skills and improve their grammar and pronunciation.
Familiarising with different grammatical structures in connection with a wide choice of vocabulary makes it possible to navigate quickly and effectively in an unknown situation and deal with unfamiliar subjects. With the help of Skype lessons people can start to communicate more fluently in their everyday lives. In addition, the students will learn to use idioms, phrasal words, slang, professional terminology properly in a lively, immediate environment.

Business trips, spontaneous talks, business negotiations, private conversations no longer cause trouble for or embarrass the students. Lessons and seminars via Skype help them quickly find a reasonable solution even in complicated matters.

After training via Skype, participants of business meetings are able to guide a conversation skillfully and achieve their goals even in conflict situations. After all, education via Skype provides everyone with practice in a wide range of language skills, such as speaking, writing, listening and reading. Students acquire written and spoken language habits confidently, practice their use of phrasal verbs, idioms, and slang. Their vocabulary extends and strengthens permanently. They now can easily understand their interlocutors, keep the conversation going in any situation and communicate with confidence and willingness to discuss even the most unexpected topics.

However, the main advantage of communication on the Internet is that Skype, ICQ or Google Talk can give us a great pleasure of socialising and live conversation. Besides, it is very useful to conduct a living journal in English and stay in correspondence with group mates and friends all over the world.

Another valuable point is the writing of an essay or article in English. This is especially interesting for those preparing to take international exams in English – TOEFL, IELTS and others.

Learning a foreign language is an extremely creative and informative process. Nevertheless, for one reason or other, students do not always reach their goals in the training, so they soon get bored of the foreign language and unknown culture as well as the educational process in general. In spite of remembering many essential school grammar rules and exceptions, only few of them can speak English fluently. What is the reason for the lack of motivation and interest in learning?

Most of the local language learning courses traditionally make emphases on grammar, vocabulary and collocations. As a result, the learners can only read, write, and understand a little what is said. English online learning with Skype, ICQ or Google Talk allows unlimited communication. The effect of such learning can already be perceived during the first week of regular lessons!

Learning English with Skype means 80% of the classroom conversation with Russian-speaking teachers of English or native speakers from the U.S., Canada and the UK in the English language. Such lessons are never boring. The teachers constantly come up with new games, interesting assignments and unique situations for role-play. Also, for those who want more communication, there are free weekly conversation clubs. At each lesson, the teacher introduces new colloquial expressions, proverbs and idioms to the learners.

After lessons with native speakers freehold can be overcome and language barrier can disappear! The training program is really like studying grammar deeply by the mandatory study of business cases. In the classes on Skype, the participants discuss a great variety of topics – film, literature, art, travel, sports, personal relationships, and, of course, the culture of the United Kingdom, the USA, and Canada, where many Skype teachers come from.

Most modern people still do not fully understand the idea and advantages of distance learning online, giving preference to group learning in the classical language classes. However, learning English by Skype has its evident advantages. The learners can save their time and money and get unique individual classes. They can chat in groups, participate in discussions, be engaged in unique individual programs that can be adjusted to their wishes.

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The authors consider and estimate the alternative methods of teaching. The development of modern science and technologies open up horizons for the new generations of students. For teachers it is a kind of a trial, because they need to find new combinations in a variety of modern methods for the most effective learning of students.

Key words and phrases: archetypes; blitz-abstract; virtual schools and universities; blended learning (resource-based learning); automated assessment.