

UPDATING AND DEVELOPMENT OF EDUCATIONAL PROCESS METHODOLOGICAL EQUIPMENT IN TECHNICAL UNIVERSITY

(Evidence from the Discipline “Foreign Language”)

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Abstract: Worldwide growth of the international relations in science and technology demands from higher educational institutions graduates with Bachelors’ degrees abilities to use information from foreign sources, namely the knowledge of a foreign language for specific purposes. Educational process in higher education institutions isn’t possible without continuous updating and development of methodological equipment: educational literature, technical means. The ways how to solve the problems of updating and development of methodological equipment of the higher school in a modern Russian higher educational institution, in particular a technical one are represented in the article.

The methodology, the pedagogical principles of drawing up manuals as the main component of an educational and methodological complex on studying the discipline “Foreign language” in the technical university was discovered. The presented manuals have been approved and introduced into educational process in the branch of the Tyumen industrial university in Surgut.

Keywords: Manual, methodological equipment, educational programs, methodology, principles. For the purpose of ensuring educational process in a higher educational institution there are different methodological documents which are constantly developed such as documents on methodological providing of educational programmes, laws and regulations, documents on providing and realization of educational process at university, etc.

When teaching the discipline “Foreign language” in the technical university we use these documents and create teaching materials based on them. The teaching materials as a complex of systematized materials include the educational programme, manuals and guidelines for students, student assessment.

Purpose: The purpose of our research is to describe ways of updating and development of educational process methodological equipment when teaching the discipline “Foreign language” in the technical university, namely to describe a technique of drawing up manuals for students pursuing a Bachelor’s degree and correspondence-course students of the higher school.

INTRODUCTION

Drawing up any manual it is necessary to consider three components of a pedagogical process: a practical, a teaching and an educational one. A manual has to contain not

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only foundations of sciences but also a possibility to get all necessary knowledge and skills to use them in life.

Moreover, worldwide growth of the international relations in science and technology demands from higher educational institutions graduates with Bachelors' degrees abilities to use information from foreign sources, abilities to translate catalogs and instructions to any devices, and also to communicate in a foreign language, using specially selected basic grammar and vocabulary. Therefore the knowledge of a foreign language has to help their promotion.

Teachers of the Tyumen industrial university developed the manual "A Refresher Course for Students of English" for correspondence-course students of technical specialties" and "The English language. The Syntactic system". The relevance of these manuals development was caused by the purpose and problems of educational process of the discipline "Foreign language" and also insufficient equipment by modern courseware of university teachers and students.

The analysis of methodological and theoretical literature, research in the field of teaching a foreign language in technical universities showed that previously reviewed possibilities of development of correspondence-course students communicative abilities taking into account specifics of educational institutions (Askhamov et. al., 2016; Donchenko, Yemelyanova, 2008; Ibatova et. al, 2017) don't find any practical application in the modern textbooks and manuals.

We analyzed the textbooks used at our university when training correspondence-course students of specialty "Oil and Gas Business": "English for engineers" by Polyakov T. Yu.; "English - the textbook for correspondence-course students" by Andrianova L. N., "English for technical colleges" by Agabekyan I. P. and others and came to the conclusion that among them you can't find such textbooks which would provide purposeful formation of students' readiness for the translation of authentic texts, booklets, prospectuses, catalogs, instructions, etc. in the sphere of the specialty mentioned above.

This analysis showed that most of them are concentrated on training grammar, especially morphology. As for syntax not enough attention is paid to this field. Oral speech training is limited to the list of questions after the texts or, that is less characteristic, to training on the basis of the description of different situations in the sphere of professional activity, and questions to these situations. There are few translation exercises on science and technology texts though these abilities are necessary for representatives of this or that specialty, especially for oil students whose future profession is connected with expert and analytical, organizational, administrative and research areas.

Besides, the majority of modern foreign language textbooks for oil students of higher educational institutions don't correspond to the content of the general course of the programme of State Educational Standard of the higher education.

In these conditions we consider it impossible to realize the purposes and tasks of the educational process in regards to the discipline “Foreign language” of the higher school.

METHODOLOGY AND RESULTS

In this research some research methods such as comparative analysis, and synthetic method, observation, the analysis of pedagogical and methodological literature were used.

Three main tasks including a practical, a teaching and an educational one which make a key objective of a foreign language teaching in the higher school were taken into consideration while drawing up these manuals.

Having fulfilled practical training tasks the student has to read the authentic text of average difficulty correctly and expressively and to understand this text with the minimum use of the dictionary, to understand simple and difficult grammatical structures, to use a written language, to make simple notes in a foreign language, to answer questions in writing, etc., i.e. teaching writing has the subordinated, auxiliary meaning.

The teaching task of a foreign language teaching involves good linguistic acquisition of necessary expressive means of a foreign language, enrichment of oil students’ ideas about the linguistic image. If the teaching task is solved correctly, students change their ideas of the language. At first they believe that all grammatical standards of the mother tongue by all means have to take place in English. Many students note that to each word in the mother tongue there has to be a corresponding word with the same meaning in a foreign language. But learning foreign language oil students have to study new grammatical structures, new lexical and phonetic language means and gradually they do understand that there are phenomena typical only for the English language. Therefore the teaching task of the manual consists of the work on the language content, the style of authentic texts, in particular concerning science and technology.

Realization of the educational task of a foreign language teaching in the higher school consists of understanding by students the concrete need of language acquisition in modern conditions of so rapidly extending cultural international communication as well as of studying foreign technical and scientific experience. It should be noted that self-educational and self-teaching tasks of education which are also implemented in the course of teaching oil students the discipline “Foreign language” are very important.

We tried to realize all three tasks in the manuals discussed.

The manual “A Refresher Course for Students of English” is intended for correspondence-course students of technical specialties and planned for work with students who know English in the content of high comprehensive school

programme. But the thing is that correspondence-course students, who have a big break in studying languages, need to review, to systematize and to generalize the knowledge of the English grammar, the development of practical skills of language acquisition.

The manual for correspondence-course students includes a general-theoretical part the main task of which is to get students to understanding theoretical bases of the language phenomena. Theoretical material is presented briefly, intelligibly, grammatical material is summarized in the tables for the purpose of its best acquisition and understanding by students, and it also allows students to work on them independently. The information stated in a general-theoretical part allows oil students to present the language phenomena, difficult and simple grammatical structures.

The second part of the manual is devoted to a practical component of the teaching process. Exercises are ordered by level of difficulty with the purpose of acquisition and practical study of the grammatical, phonetic and lexical language phenomenon.

We designed the manual easy to use; each separately taken series of exercises on material acquisition is located in that sequence in which theoretical material was stated.

The information on phonetics, owing to specifics of its content, is at the beginning of the manual.

In training correspondence-course students control and self-checking play an important role. Therefore at the end of the manual there are test questions on the material learnt, tests for self-checking and self-education with the help of which the correspondence-course student can review the material learnt and prepare independently for the test in case of failed attendance. Besides, each test is followed by the system of self-monitoring and self-examination which allows students and teachers to predict the result of acquisition and proficiency. In the manual main topics which cause difficulties are carefully selected and allocated.

The purpose of the second manual "The English language. The Syntactic system" is to meet the requirements imposed on graduates with Bachelors' degrees of higher educational institutions namely the knowledge of a foreign language, abilities to use information from foreign sources, abilities to translate catalogs, instructions to any devices.

By authentic texts we do not mean adapted texts, but texts taken from original technical literature namely the description of devices, materials, equipment, catalogs, passports attached to equipment which future experts face during their professional activity.

The manual offered provides students pursuing Bachelors' degrees with theoretical knowledge how to study the section "Syntax" of the discipline "Foreign

language”, in this case – English. In the manual those forms, structures, features of a syntactic system of English which you can often come across in original scientific and technical texts are offered. Many grammatical structures are absent in Russian therefore they are especially difficult for students.

The manual “The English language. The Syntactic system” includes several topics, namely a simple sentence, a complex sentence, subjunctive mood, emphatic structures, participial, gerund and infinitive phrases, multipurpose words. The above topics are given in a certain sequence, in order to study them perfectly. At the end of the manual texts for the additional translation and the table of abbreviations accepted in technical literature are submitted.

It should be noted that in order to work with the manual intramural and extramural students pursuing a Bachelor’s degree have to know English at the Intermediate level/B1.

The conceptual issues connected with specific features of forming the English sentence up are represented in a theoretical part, features of derogation from the usual word order in the sentence, ways of sentence parts expression are also reviewed, some examples with their translation are given; types of subordinate clauses in a complex sentence, their syntactic links are presented as well; forms of a subjunctive mood, cases of their use; emphatic structures, participial, gerund and infinitive phrases, their functions are examined. The special part is given to multipurpose words which help to define syntactic function of the analyzed words; to ways of their translation into Russian. Exercises and examples are taken from scientific and technical literature, textbooks on technical, natural science, social and humanitarian disciplines, and the magazines, newspapers which are issued in English in our country and abroad.

The manuals presented are intended for classroom and independent work of students pursuing a Bachelor’s degree, correspondence-course students of technical specialties.

Thus, it is possible to claim that these manuals intended for oil students realize the tasks of educational process and are eligible for the basic methodological principles and requirements imposed on methodological support of the higher school: the principle of interdisciplinarity, systematicity, topicality.

- The principle of interdisciplinarity is realized in the direct connection, grouping of authentic texts and language material for exercises with a training material on technical, natural science disciplines (oil and gas business, metallurgy, chemistry of oil and gas, chemistry, physics and others).
- The principle of systematicity is realized in the sequence of the theoretical and practical material offered in manuals, there is direct transition from

general to particular and from simple to complicated at the first step of foreign language teaching in a technical university.

- The principle of topicality assumes the compliance of a training material with the work programme for the discipline “Foreign language” in the specialty 23.03.03 “Oil and gas business”.

CONCLUSION

The presented manuals “A Refresher Course for Students of English” and “The English language. The Syntactic system” were evaluated in the branch of the Tyumen industrial university in Surgut when teaching students pursuing a Bachelor’s degree, correspondence-course students of the specialty 23.03.03. “Oil and gas business” the discipline “Foreign language”. The application of this methodological maintenance to the main textbooks led to positive results. Students gave their positive assessments of this material: comprehensibility, its logicity and sequence, informational content and its wealth and others.

The application of this addition to educational and methodological complex allowed increasing the quality of training, students’ progress. Therefore we can claim that the methodological instructions, recommendations, manuals developed by teachers are an effective means of updating and development of methodological equipment of the educational process at the higher school.

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