COMPUTER TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING IN HIGH SCHOOL AS A FORM OF IMPLEMENTATION OF THE COMPETENCE APPROACH

E. Andreeva, I. Korneva, E. Kapustina

Kazan Federal University (RUSSIAN FEDERATION)

Abstract

In today's information society in the process of training the student should not only acquire knowledge, skills and abilities, but also develop new technologies, the ability for self-study and independent work. These objectives are achieved in the course of using the competence-based approach, in which the competence is becoming a new measure of education of a person who is able to act in problem situations.

The main purpose of a foreign language is the formation of the communicative competence, namely, ability and willingness to implement a foreign language, interpersonal and intercultural communication with native speakers in the future professional activity.

The process of learning a foreign language is to be meaningful, effective and creative, which is achieved through the use of interactive teaching methods, including computer-based training programs that contribute to the development of communicative, educational and cognitive, informational, and other competencies of students.

The purpose of the study is to determine the effectiveness of the use of e-learning program «Talk to me» in teaching a foreign language in high school, to develop a work algorithm of the above-mentioned program and guidelines.

Keywords: university, student, competence approach, communicative competence, e-learning software, foreign language.

1 INTRODUCTION

In the modern information society, focused on the development of the creative potential of a person, his independence and competitiveness, a student in the learning process must not only master knowledge, skills and attainments, but also master new technologies, the ability to self-study and independent work. Exactly these goals are achieved in the use of the competence approach, which explains its widespread introduction into the theory and practice of higher education. At the same time, competence becomes a new unit of measurement of education of person capable of acting in problematic situations.

The competence approach is «a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and assessing educational outcomes» [1]. The use of the competence approach is aimed at forming the competencies of the students.

Most authors (A.M. Aronov, V.S. Bezrukova, P.V. Simonov, V.M. Shepel, etc.) characterize competence as an abstract set of knowledge, skills, personal qualities, experience in a certain field of activity related to the quality assimilation of the content of education.

Along with the general cultural, educational, informative, social and labor competences researchers identify the value-semantic competence. This is the competence in the sphere of the world view, connected with the student's values, his ability to see and understand the surrounding world, to navigate in it, to realize his role and purpose, to be able to choose target and semantic attitudes for his actions and deeds, and make decisions. The individual educational trajectory of the student and the program of his life activity as a whole depend on this competence.

In our opinion, the value-semantic competence is the core of the competence approach, since «the formation of the value system of future specialists is an obligatory component of the educational process in the university» [2]. Many researchers are paying attention to this fact [3, 4].
The changes taking place in public relations, means of communication (use of new information technologies) require increasing the communicative competence of students, improving their philological preparation. All this raises the status of the subject «foreign language» as a general educational discipline. The main purpose of a foreign language is to form a communicative competence, i.e. ability and readiness to carry out foreign interpersonal and intercultural communication with native speakers in the process of future professional activity.

2 METHODOLOGY

The need to introduce new educational technologies becomes a reflection of innovative processes of the development of higher education system [5]. The use of computer technologies (electronic textbooks, electronic training programs) in the process of teaching a foreign language is aimed at the formation of a foreign communicative competence that includes language, speech, sociocultural, compensatory and educational-cognitive competences [6,7].

According to S.I. Karandina, communicative competence that is in the focus of the process of teaching a foreign language needs a solid language base. As the work experience shows, about one third of the study time is spent on mastering language skills, so the use of programs designed to optimize this process is justified [8].

Computer training program is a computer program that includes educational material on the discipline being studied, which is presented interactively to the student on the computer screen in accordance with his actions aimed at the automated learning system. In the opinion of P.V. Sysoev, at the present stage of the development of the methodology of teaching foreign languages, computer technologies should be considered as alternative or analogue means of training [9].

Specificity of the subject «foreign language» makes it possible to use computer technology in the process of studying all the language aspects. When teaching grammar, the use of diagrams, tables, graphs, drawings and various methods of their projection is effective. In this case, the material is perceived easier and faster, since most of the receptors are involved. There is no need to write material on the board, which saves time in class. It is advisable to carry out exercises to work out the material that has been passed through the computer program. The computer can be successfully used to get acquainted with new lexical material, new samples of utterances. At the stage of fixing and applying the generated knowledge and skills, a computer can be used in a variety of communicative tasks and situations, taking into account the personal characteristics of the trainees. Computer training programs are of great assistance in teaching phonetics, contributing to the formation of articulation, pronunciation skills. Means of visualization in the form of an oscillogram, showing the amplitude of the oscillation of sound, allow students to visualize the processes accompanying the process of speech production, compare their own pronunciation with the reference one based on the comparison of the oscillograms [10].

One of the e-learning programs that allow developing communicative competence, improving the efficiency of teaching foreign languages and motivating students is the «Talk to me» program.

The purpose of this study is to determine the effectiveness of the use of e-learning program «Talk to me» in teaching a foreign language in high school, to develop a work algorithm of the above-mentioned program and guidelines.

When using the e-learning program «Talk to me» work is carried out in the language laboratory equipped with computers. The study used the following methods: pedagogical experiment, observation, description, analysis.

3 RESULTS

Electronic learning program «Talk to me» helps to understand the perception of oral speech by ear, to fix the correct pronunciation, to teach colloquial speech. The main characteristics of the program are: dialogs in interactive mode; speech recognition and pronunciation visualization; articulation of sounds in animated movies; exercises for the development of speech skills; individual work settings; monitoring of learning outcomes.

The «Talk to me» training program is effective at all stages of teaching a foreign language (both at the stage of knowledge creation and at the stage of their improvement). It is aimed at the formation of phonetic skills, listening skills, the mastering and consolidation of grammatical and new lexical
material, the expansion of the regional geography horizon of the students, acquaintance with the
culture of the country of the studied language.

Electronic program «Talk to me» is effective at all stages of learning a foreign language. The program
allows to expand vocabulary quickly, learn the perception of speech, train the correct pronunciation
and fluent speaking.

For example, under the unit «Meeting people» work with the computer program is carried out within 3
sessions. The work algorithm with e-learning program:

1 Dialogic speech. The program allows the student to enter into dialogue with the computer, using
the on-screen phrases corresponding to a given situation. The lexical material on the topic
«Meeting people» includes: greeting, farewell, representation, description of appearance,
clothes.

2 Phonetic exercises. Work on the pronunciation is going by repeating over announcer individual
phrases and sentences. The degree of identity (intonation, stress, phonetic correctness) is
represented graphically and evaluated on a scale from 1 to 7 points.

3 Exercises to consolidate: a) lexical material: «Vocabulary associations» (finding antonyms),
«Erudite» (crossword); b) grammar skills: «Filling in the gaps», «Word order».

4 Dictation. This type of work allows you to consolidate the skills of listening and orthographically
correct writing.

4 CONCLUSIONS
Guidelines for working with e-learning program «Talk to me»:

1 Using the program includes both auditorium and extracurricular work (translation of unfamiliar
vocabulary, written out at the first lesson, is done at home).

2 In the classroom each student should have a dictionary.

3 Work with the program is carried out at your own pace (depending on the knowledge level and
abilities of each student) with fixing results on all types of work at the end of each session.

4 Each unit is fulfilled within approximately three lessons from the simple to the complex (from
training exercises to dictation as a result of the assimilation of the student of the unit).

5 At the final session within the unit it is recommended to conduct an oral questioning of new
vocabulary in order to control its assimilation by students.

Evaluation of the impact of using this technology in 10 groups of students of the first and second
courses of different faculties made it possible to establish that 50% of the students cope with the tasks
of the program «excellent», 35% – «good», 15% – «satisfactory». The effectiveness of this innovative
technique on the discipline «Foreign language» is estimated as high.

Computer technologies, including computer training programs, contribute to the development of
communicative, educational, informative and other competencies of trainees, which makes it possible
to fully implement the competence approach. The use of interactive teaching methods helps to make
the learning process of a foreign language informative, creative and highly effective.

REFERENCES
university by studying the axiological picture of the world in the language”, Kazan Pedagogical
Development in Foreign Language Teaching by Means of Axiological Approach”, Review of


