A DIDACTIC MODEL OF TRAINING BACHELORS-PHILOLOGISTS BASED ON INFO-COMMUNICATIONS ENVIRONMENT

A. Khusainova, M. Lukoyanov

Kazan (Volga Region) Federal University (RUSSIAN FEDERATION)

Abstract

Infocommunication technologies in education can be used for different purposes: to present learning materials, tests, to manage the educational process, students’ independent work. This paper describes our experience of project activities in organization of summative assessment that use web 2.0 services. We have used our didactic model of training bachelors-philologists in the conditions of infocommunications environment in Kazan (Volga Region ) Federal University (K(VR)FU) at the Institute of Philology and Intercultural Communication since 2011.

We have developed the final test as a project with web 2.0 services. This project lets the students show their creativity and demonstrate the level of formation of professional pedagogical skills. This work always provokes students’ interest; they widely use studied approaches of information retrieval, data storage and visualization, and also students can apply the possibilities of online services, studied independently. Questioning after the "Information technology in philology and education" course showed that students have received not only theoretical, but also practical skills in using infocommunication technologies in the professional pedagogical work. We have also noted the readiness of our graduates to self-study in the field of infocommunication technologies that is the key to their successful career.

Keywords: the unified information - educational environment of the course, professional linguistic tools, humanitarian education, web 2.0 services, multilingual learning.

1 INTRODUCTION

The modern system of assessment has developed with the implementation of a knowledge paradigm in Russian education, therefore, it is more aimed at identifying knowledge, abilities and skills. The new National (Federal) Education Standards are based on the system-activity approach, so it becomes necessary to evaluate the educational result that is formed in the learning process. By the Russian scientists G.B. Golub, J. S., Fishman, etc. are considered approaches to the implementation of evaluation of educational achievements from the position of a formative and summative evaluation.

Infocommunication technologies in education can be used for different purposes: to present learning materials, tests, to manage the educational process, students’ independent work. This paper describes our experience of project activities in organization of summative assessment that use web 2.0 services.

Most of the Web 2.0 tools has properties that allow them to be effectively applied in the educational process at almost all stages of education. They are available, friendly and free. It is necessary to explore and accumulate experience in finding opportunities for the application of these services in the educational process. In this regard, one of the urgent tasks is the development of techniques for the application of Web 2.0 in the educational process.

We have assumed that summative assessment was organized as a project, made with the use of Web 2.0 services, allows students show their creative abilities and demonstrate the level of formation of professional skills in the use of ICT by future teachers.

The work was carried out in the framework of the unified information educational space of training course. The structure and principles of organization of educational process in this didactic model has been described in earlier works [1, 2].

We have used our didactic model of training bachelors-philologists in the conditions of infocommunications environment in K(VR)FU at the Institute of Philology and Intercultural Communication since 2011.
2 METHODOLOGY

1 Diagnostic assessment. Diagnostic assessment can help you determine the current knowledge of your students about the subject, their skills and capabilities, and to clarify misconceptions before teaching takes place. Knowledge of the strengths and weaknesses of students can help you better plan what to teach and how to teach it.

2 Formative assessment. Formative assessment provides feedback and information during the learning process. The focus of the formative assessment is to identify areas that may need improvement.

3 Summative evaluation. Summative evaluation is conducted after the training was completed and contains information and feedback, which summarizes the teaching and learning process. At this stage, there is no formal training, except for casual training, which can occur as a result of the completion of projects and assignments. The main factor of success are evaluation criteria, which are known to the trainee in advance.

In [3, 4], we talked about our experience in controlling the knowledge of students when using the services of WEB 2.0, namely Google Drive in the management of electronic journals, from which students always have the opportunity to know the number of earned points, to share tests, presentations, etc. We also considered issues related to the use of Internet technologies as a means of summative assessment, including the use of the WEB-quest. When students, performing the final project in the form of a quest, they create their own web-quest in a foreign language, which can be used in classes for schoolchildren [5].

In the 2016/2017 academic year, a new theme was chosen for the final project "Future with robots". This project assumes that students are introduced to a virtual library of fiction, find, save or read online books on the topic of the project amount to a collection of bookmarks in the social bookmarking service Symbaloo;

![Figure 1. A collection of bookmarks in the social bookmarking service Symbaloo](image1)

get acquainted with the sites of scientific conferences, study and outline important points, summarize and present in the form of a presentation by Google Drive;

![Figure 2. A presentation by Google Drive](image2)
in the Padlet e-board assemble a collection of films about robots and robotics;

![Figure 3. A collection of films on Padlet](image1.png)

then analyze the information received and in the presentation of the Prezi or on the Google site create their own forecast "The Future with Robots".

![Figure 4. The presentations on the Google site and on the Prezi](image2.png)

3 RESULTS

Our didactic model assumes the use of infocommunication technologies everywhere. As a result of the development of discipline, experience is gained in the use of ICT in professional activities for students of humanitarian specialties, including such competencies as readiness to use basic methods, methods and means of obtaining, storing and processing information; Readiness to work with a computer as a means of information management; The ability to represent the results of their activities, etc. ”[6]. Work on the project gave the students the opportunity to show their creative abilities.
The monitoring of the results of the current and final control of students’ progress for 2012 – 2017 years was based on a grade-rating system. At the end of the course, students showed the following results:

Figure 5. Fragment of the score-rating table

Here we see that all of the students for the final project has received in total more points than the current work in the course of the study course. This means that the work on the final project allowed them to enhance the knowledge and skills to work with web 2.0 services that were studied in the discipline. In addition, part of the students in the final project used the services that they studied themselves. These are screencasts, working with video and audio files, creating comics and others.

4 CONCLUSION

Thus, the proposed system for monitoring the knowledge, skills and skills of bachelor-philologists is an integral part of the unified information and educational space of the training course. The given system assumes inclusion of methods of forming estimation during course studying, and also methods of design and creative activity with use infocommunication technologies at summative estimation.

The comparison of the results of training students of humanities, studying the course in the experimental and control groups, allows us to suggest the effectiveness of teaching the course, in which the single main objective for all of the studied subjects (applied aspects) is allocated.

Such work always causes the interest of our students; they widely use both the studied approaches of information retrieval, data storage and visualization, and can easily apply new opportunities of online services that have been studied independently.

The survey after studying the course "Information Technologies in Philology and Education" showed that students received not only theoretical but also practical skills in the use of infocommunication technologies in professional pedagogical activity. We also noted the readiness of our graduates for independent research in the field of information and communication technologies, which is the key to their successful career.

5 RECOMMENDATIONS

The research was performed in terms of implementation “The plan of activities on realization of the Program of competitive recovery FGAOU VPO “K(P)FU” among the leading world scientific-educational centers for 2013-2020”.

REFERENCES


