

The use of interactive learning technologies in the formation of foreign-language sociocultural competence of cadets

Статья посвящена проблеме формирования иноязычной социокультурной компетенции курсантов образовательных организаций ФСИН России средствами интерактивных технологий. Авторами проанализировано понятие «технология», рассмотрены различные классификации интерактивных технологий обучения, представлены педагогические возможности интерактивных технологий обучения.

Ключевые слова: иноязычная социокультурная компетенция, интерактивные технологии обучения, педагогические возможности, технология, классификация, курсанты

The article is devoted to the problem of the formation of foreign-language sociocultural competence of cadets of educational organizations of the Federal Penitentiary Service of Russia by means of interactive technologies. The authors considered the concept of "technology," considered various classifications of interactive learning technologies, presented the pedagogical capabilities of interactive learning technologies.

Keywords: foreign-language sociocultural competence, interactive learning technologies, pedagogical capabilities, technology, classification, cadets

The educational process has sufficient opportunities for the formation of foreign-language sociocultural competence of cadets. In our opinion, interactive learning technologies are effective means of forming foreign-language sociocultural competence. To determine the pedagogical capabilities of interactive technologies, let's turn, first of all, to the definition of the concept of «technology».

The problem we are investigating is relevant, but its origins can be found in the works of Y. A. Komensky, A. Disterweg and other scientists. One of the definitions of the concept of «technology» belongs to S. B. Stupina. She determines it as «a certain way of learning, in which the main burden of implementing learning functions is performed by a means of learning under the control of a person» [6, p. 24].

The creation of highly effective training technologies allows, on the one hand, students to increase the efficiency of mastering educational material and, on the other hand, teachers to pay more attention to the growth of students, both individual and personal, their creative development.

Thus, the training technology allows you to increase the productivity of the teacher, contributes to monitoring the performance of each student, training in accordance with their individual capabilities; frees up the teacher's time, shifting his functions to the means of training, as a result of which he can pay more attention to the individual and personal development of students.

The training technology is aimed at solving the problem of continuity of school and vocational education programs [7]. The very concept of « training technology » in science is perceived as «a set of means of presenting information and as one of the ways a teacher affects students» [3, p. 86].

A distinctive feature of interactive training technologies from active ones is the focus on the interaction of students not only with the teacher, but also with each other, and activity dominates the learning process. The scientific research of E. V. Korotaeva lists the factors that stimulate the activity of students: cognitive and professional interest, the creative nature of conducting classes, competition, the game nature of educational activities, the emotional impact of these factors [5].

Among the methodological principles of an interactive approach to teaching foreign languages, the author highlighted the following:

- communication in a foreign language in order to accept and produce authentic information, equally interesting for all participants, in a situation important for all;
- joint activity characterized by the interconnection of three objects: the producer of information, its recipient and situational context;
- changing the traditional role of the teacher in the educational process, the transition to a democratic style of communication;
- reflective learning, conscious and critical understanding of the action, its motives, quality and results of both the teacher and the students.

Interactive training technologies refer to the subjective experience of students and assist them in using their own methods of gaining social experience during the educational process.

Mandatory conditions for the effective organization of classes using interactive training technologies, according to researcher O. S. Anisimov, are: «friendly, trusting relationships, cooperation between the teacher and students and students among themselves, relations between the student and students; reliance on personal experience of students; variety of forms and methods of presentation of information, forms of activity of students, their mobility; inclusion of external and internal motivation of activities, as well as mutual motivation of students» [1, p. 83].

Among the main requirements that ensure the success of training using interactive technologies are:

- awareness of the appropriateness of educational activities for each student;
- responsibility, in the presence of which each cadet must study the proposed material and be responsible for helping the rest;
- collective interaction, within the framework of which students learn the skills of interpersonal relations necessary for the successful performance of work (planning, distribution, questioning);
- assessment of the work done, for which the time is allocated when group members can evaluate their work.

In our opinion, interactive training technologies make it possible for students to try on various personal and job roles, master them when creating a model of interpersonal interaction in a working situation. When using interactive training technologies, the cadet is as close as possible to the conditions of the situation under study, is encouraged to take action, experiences a state of success and motivates his behavior.

There are various classifications of interactive training technologies in pedagogy. The classification of Yu. S. Arutyunov is based on the presence of given models of activity and roles. Its peculiarity lies in the allocation of problematic training, practical lesson, seminar and situation analysis, interactive learning technologies [2].

The classification of O. S. Anisimov is based on the provided result. It highlights traditional (lectures, seminars, practical classes), new (imitation) and the latest (innovative, organizational, organizational and thought) interactive training technologies [1].

The essence of the classification of L. N. Vavilova and T. S. Panina lies in educational and cognitive activity. They divide interactive learning technologies into discussion (dialogue, situation analysis) and game (creative games, organizational and activity games) [7].

The classification of S. S. Kashlev is based on the leading function in pedagogical impact. It divides interactive technologies into the following groups: technologies that promote a favorable atmosphere; technologies affecting investigative activity, meaning-making; integrative technologies (interactive games) [3].

The classification of L. I. Korneeva is based on the practical development of transmitted knowledge and skills. The most common, in her opinion, are trainings, group discussions, analysis of specific situations, computer training and programming [4].

Thus, when forming the foreign-language sociocultural competence of cadets of educational organizations of the Federal Penitentiary Service of Russia, under the pedagogical capabilities of interactive training technologies, we understand the totality of the conditions necessary for the implementation of professional foreign-language communication that determine the success of interaction between teachers and cadets and have a significant impact on the result of mastering foreign-language sociocultural competence.

The pedagogical capabilities of interactive technologies are to increase the activity of cadets; creating motivation for cognitive activity; development of socio-cultural and professional communication skills; formation of personal qualities (empathy, tolerance) required by the future employee of the Penal System.

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To the issue of the formation of foreign-language sociocultural competence of students in a non-linguistic university

В статье рассматривается понятие социокультурной компетенции. Подчеркивается необходимость формирования указанной компетенции в неязыковых образовательных организациях, представлены основные способы формирования социокультурной компетенции.

Ключевые слова: социокультурная компетенция, формирование, неязыковые образовательные организации, обучающиеся, технологии

In the article, the author considers the concept of sociocultural competence. The author emphasizes the need to form this competence in non-linguistic educational organizations, presents the main ways to form socio-cultural competence.

Keywords: sociocultural competence, formation, non-linguistic educational organizations, students, technologies

Foreign language education in non-linguistic educational organizations is relevant due to the expanding professional contacts between representatives of various cultures. The purpose of foreign-language education is to form and develop communicative competence in the context of intercultural communication, which includes the ability and readiness to interact with representatives of foreign-language cultures.

The formation of foreign-language sociocultural competence of students of non-language educational organizations plays an important role in the formation of a tolerant attitude to traditions and customs of foreign-language culture. By comparing linguistic features, the way of life of peoples, students can appreciate the merits of the culture of their native country, while showing a sense of pride and patriotism.