

Обучение иностранным языкам

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ELECTRONIC MEANS OF TEACHING A FOREIGN LANGUAGE TO RADIO TECHNICIANS (ON THE EXAMPLE OF BLACK SEA HIGHER NAVAL SCHOOL NAMED AFTER P.S. NAKHIMOV)

Abstract. The article examines the electronic means issue of foreign language teaching to radio specialists (using the example of the P.S. Nakhimov BSHNS). The foreign language teaching electronic means use example at the Foreign Languages Department of the P.S. Nakhimov BSHNS is given. The purpose of the article is to consider in more detail the electronic means that a teacher can use in the work to organize effective interaction with students during the discipline "Foreign Language" study. The article discusses educational tools that can be used by each teacher in the discipline "Foreign language" at their own discretion. They can be adapted to the level of students' language proficiency. The combined use of various tools will be effective. This contributes to the comfortable conditions to the creation of comfortable conditions for students' successful foreign language acquisition. These tools include the educational and methodical complex (EMC), a set of textbooks, additional literature, video and audio materials on professional orientation, tables and diagrams, cards, pictures, posters, songs, etc., a description of which can be found in the article. Special attention is paid to the technical means of teaching: audio and video materials; tape recorders; language equipment; Internet; interactive whiteboard; projector, etc.; programs for interactive textbooks iTRAINIUM, Linko; programs for conducting distance learning, for the dissemination of information and tasks platform Moodle We, Discord. The Obris program, which provides information support and management of educational activities, is provided.

Keywords: electronic tools, training, foreign language, radio technician, example.

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Problem statement. Since foreign language knowledge is specialists' professional competence indicator at the present stage of Russian society development, they need to constantly improve their knowledge. All students of higher educational institutions study the discipline *Foreign Language* regardless of the training direction [19].

The society's development modern stage poses a number of fundamentally new problems to the Russian education system, which are caused by political, socio-economic, philosophical and other

factors. Among them, it is necessary to highlight the need to improve the education quality and accessibility, increase academic mobility, integrate into the global scientific and educational space, create optimal educational systems from an economic point of view, increase the universities cooperativeness and strengthen ties between education different levels. One of the effective ways to solve these problems is the education informatization. The communication facilities improvement

has led to significant progress in the information exchange [1].

In recent years, the question of the modern technologies use in the educational process has been increasingly raised. These are not only new technical means, but also new teaching forms and methods, a new approach to learning. The main goal that we set for ourselves, using modern technologies in learning a foreign language, is to show how technologies can be effectively used to improve the students' teaching quality of a foreign language, the formation and development of their communicative culture, teaching practical mastery of a foreign language [13].

In the last decade, the computer and its associated digital tools have played an increasingly important role in the educational process. The digital Revolution has changed the teaching landscape, just like any other aspect of life. Although not so long ago face-to-face learning was considered the only option, the development of information and communication technology capabilities created competing methods: pale and digital education. The new educational environment formation, of course, requires the new methods creation with the ICT (information and communication technologies) integration to solve pedagogical and educational tasks. This means teaching methods that use a computer as an intermediary between a teacher and a student. Teaching and learning takes place with the help of IT technologies. Multimedia tools and the Internet facilitate access to services and resources, facilitate the exchange of experience and cooperation [13].

The new (electronic) learning tools use is due to a shift in the understanding of foreign language teaching and acquired skills during the study. These tools affect the new skills acquisition in the language. Currently, all training tools are aimed at:

1. Students' involvement in pair and group work aimed at developing oral speech skills.
2. Reading the text in order to identify the basic information.
3. Students' communication.
4. Following various instructions.

5. Scientific article preparation in a foreign language.

6. Writing an essay in a foreign language on a given topic.

Modern electronic learning tools can provide the development of the skills listed above.

Objects and methods of research. The research object is electronic means of teaching a foreign language. Research methods: theoretical, related to the philosophical, psychological, pedagogical and methodological literature analysis in accordance with the study subject and the normative legal documents study; empirical (conversation, observation, questionnaire, pedagogical experiment), aimed at generalizing the best teachers' practices, observation organization, survey.

The purpose of the work is to consider in more detail the electronic means that a teacher can use in the work to organize effective interaction with students during the study of the discipline *Foreign Language*.

Results and their discussion. At the Foreign Languages Department of the P.S. Nakhimov BSHNS, training in the foreign (English) language for students of the specialty 11.05.01 Radio-electronic systems and complexes is carried out according to the Work program of the discipline B1.D (M).B.3 Foreign language, the discipline thematic plan and Federal State Educational Standard of Higher Education (FSES HE) [15].

According to the State Educational Policy requirements [16] and the third generation state, three blocks of competencies should be formed for the student:

- 1) general cultural (GKC);
- 2) general professional (GPC);
- 3) professional (PC).

The some of them content is focused on the student foreign language education. These competencies in teaching a foreign language can be formed with the right methods and means of teaching.

The following teaching tools are used at the Foreign Languages Department of the P.S. Nakhimov BSHNS (fig.1).

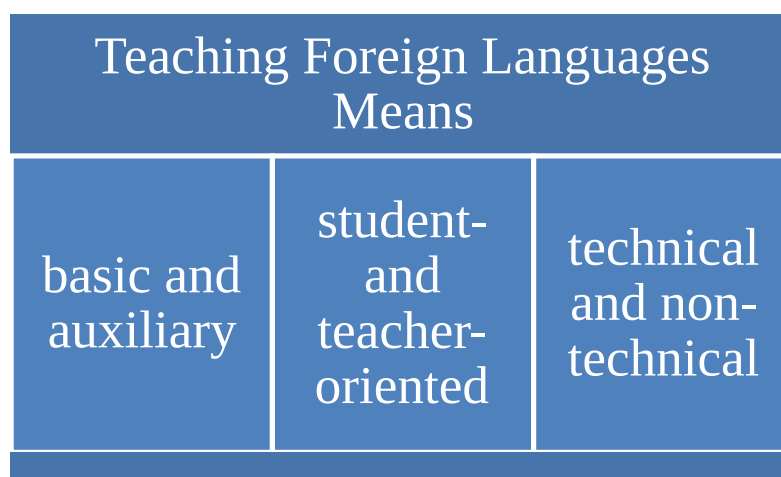


Fig. 1. Teaching Foreign Languages Means

Department specialists (teachers) attributed to the teaching main means *EPCE – English Practical Course for Engineers* Experimental EMC, which consists of:

- 1) a textbook *Practical English Course for Engineering Specialties* (1st and 2nd parts) [6],
- 2) a workbook for each part of the textbook,
- 3) a book for the teacher,
- 4) a dictionary,
- 5) a reading book,
- 6) a grammar guide,
- 7) a visual aid *English: a Short Course of Physics. Electricity* [4],
- 8) the author's computer program *English: a Short Course in Physics* was developed for this visual textbook [5].

The auxiliary EMC included EMC «InfoTech English for Computer User»; «English for Information Technology»; «Oxford English for Information Technology» [20-27].

The EMC data was selected according to the following parameters:

1. If it corresponds to the discipline subject;
2. If the EMC complete;
3. If the EMC complies with the FSSES HE;
4. If this EMC corresponds to the possible context of the professional activity, real interests, needs and opportunities;
5. If the EMC develops the necessary language, speech and socio-cultural skills in the CA;
6. If it provides good models for using natural language;
7. If the EMC is available to the teacher and students.

The textbook set includes English for Students of Energy Specialties [8]; English for Communication Colleges [9]; Essential Grammar in USE [22]; Special Topics for Reading, Speaking, Listening and Writing [11];

Additional literature includes English for PC users and programmers [3].

In addition, auxiliary teaching tools include video and audio materials on professional orientation (YouTube video hosting) [28]; tables and diagrams, cards, pictures, posters, songs, etc.

In addition, the training facilities are divided into technical and non-technical.

The technical training means included:

1. Audio and video materials.
2. Tape recorders.
3. Language equipment.
4. Internet.

There are a number of works devoted to the web technologies use for teaching foreign languages, in which researchers have identified the positive impact of various forms of synchronous and asynchronous Internet communication (e-mail, chat, forums, web conferences, etc.) on the formation of students' communicative competence in another language. The Internet resources themselves are an invaluable and huge base for creating an information and subject environment, education and self-education of people, meeting their professional and personal interests and needs. The Internet as a new alternative means allows you to find interesting articles in a foreign language, illustrations of any sights of the country of the language being studied, audio information on any topic. With the help of the Internet, you can solve various didactic tasks: to form reading skills and abilities using modern materials from the web; to improve writing skills; to replenish vocabulary; to form a stable motivation to learn a foreign language [2].

5. Interactive whiteboard.
6. Projector, etc.
7. Programs for interactive textbooks iTRAIN-IUM [29], Linko [30].

8. Programs for conducting distance learning, for the dissemination of information and tasks, the Moodle We platform [31], Discord [32].

Moodle (abbreviation for Object-oriented Dynamic Learning Environment) is an open source Learning management System or Virtual Learning Environment provided under a conditionally free license (GNU General Public license).

One of the advantages of Moodle is that the course formation data is stored on a university-wide server and, therefore, can be easily moved,

uploaded, edited or deleted, which ensures that any change will automatically become available to course participants. A vast variety of functions and facilities within the Moodle system made it a most popular virtual learning environment [31].

9. The Obris program, which provides information support and management of educational activities, is provided.

These electronic means can be divided into groups, shown clearly in figure 2.

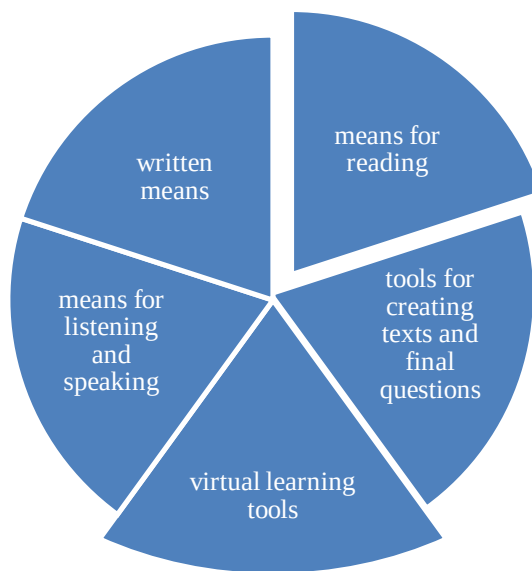


Fig. 2. Electronic Teaching Means a Foreign Language at the Department of Foreign Languages of the P.S. Nakhimov BSHNS

Let's look at each of the groups in more detail.

1. Written means. Main: *EPCE – English Practical Course for Engineers*. This EMC is intended for engineering specialties students and consists of a theoretical part and practical tasks aimed at improving the formation effectiveness of a competitive technical profile specialist and ensuring a professional competence high level. This EMC is distinguished by the use of ICT technologies (video clips on professional orientation); communicative orientation (correspondence of speech information to a professional communication specific situation); reliance on student individual characteristics; consistency and interactivity in mastering the content of the discipline *Foreign Language*. This EMC is used in the 1st year of the specialty 11.05.01 Radio Electronic Systems and Complexes of the 7th Faculty (Radio Engineering and Information Security) of the P.S. Nakhimov BSHNS.

2. Auxiliary: EMC "Infotech English for Computer User"; "English for Information Technology"; "Oxford English for Information Technology" [20-27]. EMCs are designed to study information

technologies with the help of the foreign (English) language in EOHE and is intended for students who have a pre-threshold or threshold level of foreign language proficiency according to the Pan-European Scale of Language Competence [14]. These EMCs are used in the 2nd year of the specialty 11.05.01 Radio Electronic Systems and Complexes of the seventh Faculty (Radio Engineering and Information Security) of the P.S. Nakhimov BSHNS. They are applied because they correspond to the discipline work program *Foreign Language*. The EMC purpose is to improve the foreign language skills, and at the same time acquire knowledge about information and communication technologies in the Foreign (English) language. At the head of the study are professional lexical interests. The EMC advantage is that it does not require a foreign language teacher to have extensive knowledge in the field of information technology. The EMC clearly and concisely explains the terminology [13].

3. Additional: English for PC Users and Programmers [3]. This manual has useful professional

vocabulary and texts for additional reading and study.

The additional manual described above can be attributed to the means for reading.

4. Means for listening and speaking. These tools include teaching aids: video and audio materials on a professional orientation, which teachers find on YouTube video hosting [28]. Videos are selected according to universal requirements for learning a foreign language video materials. These videos last no more than 3 minutes, correspond to the lexical, grammatical and professional knowledge students' level. In addition, this group includes a variety of tables, diagrams, cards, pictures and posters on the vocabulary and grammar of a foreign language. In addition, teachers in foreign language classes use songs. The using songs methodology in classes in the discipline *Foreign Language* can be found in this study author article [8].

The means for listening and speaking can also include tape recorders, language equipment, the

Internet; interactive whiteboard, projector, etc., which teachers of the Foreign Languages Department actively use in their activities.

5. Virtual learning environments. There are three learning environments at the P.S. Nakhimov BSHNS: Moodle We [31], Discord [32] and the Obris program, which also provides information support and management of educational activities provided.

Tools for creating tests, final tasks: programs for interactive textbooks iTRAINIUM [29] and Linko [30].

Conclusion. Thus, all the considered educational tools can be used by each teacher in the discipline *Foreign Language* at the own discretion. They can be adapted to the level of students' language proficiency. The combined use of various tools will be effective. This contributes to the creation of comfortable conditions for the successful assimilation of a foreign language by students.

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ЭЛЕКТРОННЫЕ СРЕДСТВА ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ СПЕЦИАЛИСТОВ-РАДИОТЕХНИКОВ (НА ПРИМЕРЕ ЧЕРНОМОРСКОГО ВЫСШЕГО ВОЕННО-МОРСКОГО УЧИЛИЩА ИМЕНИ П.С. НАХИМОВА)

Аннотация. В статье исследуется вопрос электронных средств обучения иностранному языку специалистов-радиотехников (на примере ЧВВМУ имени П.С. Нахимова). Приводится пример применения электронных средств обучения иностранному языку на кафедре иностранных языков ЧВВМУ имени П.С. Нахимова. Цель статьи – рассмотреть подробнее электронные средства, которые преподаватель может использовать в своей работе для организации эффективного взаимодействия с обучающимися в ходе изучения дисциплины «Иностранный язык». В статье рассмотрены образовательные инструменты, которые могут быть использованы каждым преподавателем по дисциплине «Иностранный язык» по своему собственному усмотрению. Они могут быть адаптированы под уровень владения языком обучающихся. Эффективным будет комбинированное использование различных инструментов. Это способствует создание комфортных условий для успешного усвоения иностранного языка обучающимися. К данным инструментам относятся УМК, комплект учебных пособий, дополнительная литература, видео-и аудиоматериалы по профессиональной направленности, таблицы и схемы, карточки, картинки, плакаты, песни и т.д., описание которых можно найти в статье. Особое внимание в статье уделяется техническим средствам обучения: аудио- и видео материалы; магнитофоны; лингафонное оборудование; интернет; интерактивная доска; проектор и др.; программы для интерактивных учебников iTRAINIUM, Linko; программы для проведения дистанционных занятий, для распространения информации и заданий платформа Moodle We, Discord. Программа «Обрис», которая осуществляет информационное обеспечение и управление образовательной деятельностью обеспечивается.

Ключевые слова: электронные средства, обучение, иностранный язык, специалист-радиотехник, пример.