Жусуп кызы Нурзирек

магистрант

Ошский государственный университет

г. Ош, Кыргызстан

ПОТРЕБНОСТИ «ЦИФРОВОГО ПОКОЛЕНИЯ»: ТЕХНОЛОГИЯ ОБРАТНОГО ОБУЧЕНИЯ

NEEDS OF THE «DIGITAL» GENERATION: REVERSE LEARNING TECHNOLOGY

Аннотация: *в статье рассматриваются современные подходы и методы обратного обучения в условиях цифровизации образования как неизбежного процесса для системы высшего профессионального образования. Обратное обучение предполагает, что, используя возможности информационно-коммуникационных технологий в образовательном процессе, можно сочетать традиционное и дистанционное обучение без сокращения академических часов. Таким образом, за счет переноса части материала в цифровую среду, во время аудиторных занятий больше внимания уделяется формированию и развитию практических навыков во всех видах деятельности на иностранном языке.*

Abstract: *the article examines current approaches and methods of reverse learning in the digitalization of education as an inevitable process for the system of higher professional education. Reverse learning assumes that, using the capabilities of information and communication technologies in the educational process, it is possible to combine traditional and distance learning without reducing academic hours. Thus, by transferring some of the material into the digital environment, during classroom lessons more attention is paid to the formation and development of practical skills in all types of activities in a foreign language.*

Ключевые слова: *Цифровизация образования, обратное обучение, информационное общество, иностранный язык, традиционное и дистанционное обучение, информационно-коммуникационные технологии.*

Introduction. Digitalization of education is an inevitable process for the system of higher professional education. The information society expects the results of educational activities at a university, the formation and development of certain skills and competencies regulated by educational programs. An educational technology that reflects the requirements of state standards and the needs of the «digital» generation is reverse learning technology. Reverse learning assumes that, using the capabilities of information and communication technologies in the educational process, it is possible to combine traditional and distance learning without reducing academic hours. Thus, by transferring some of the material into the digital environment, during classroom lessons more attention is paid to the formation and development of practical skills in all types of activities in a foreign language. The rapidly increasing mobility of people and the rapid growth of information lead to cultural convergence; it strives to bring telecommunications, media and the Internet to a single standard [8]. And the growing need to master a foreign language at the B1 level is an important component for the development of an information personality.

Methods. To solve the problems, research methods were used such as the study and analysis of psychological, pedagogical, scientific and methodological literature, Internet sources on the research problem, as well asquestioning and testing of students, experimental research work on the implementation of a training course in the format of reverse learning, direct and remote observation of educational activities and analysis of its results. State educational standards make changes to the requirements for the learning process and declare a special set of competencies within each educational module. For each specialty, a set of competencies is prescribed that students must master to receive a higher education diploma. The new standards provide for the mandatory implementation of a competency-based approach for the training of future specialists, regardless of specialty and training profile. The competency-based approach is the

methodological basis of State educational standards and forms general cultural, general professional, professional and additional competencies for each training module.

Results and discussions. Based on modern educational settings, reverse learning, as an educational technology, includes, in our opinion, several relevant approaches that are responsible for the active use of knowledge, skills and abilities in educational activities; formation and development of competencies for training a qualified specialist – a representative of the information society: competency-based, personality-oriented, communicative, activity-oriented and interdisciplinary approaches (Fig. 1).
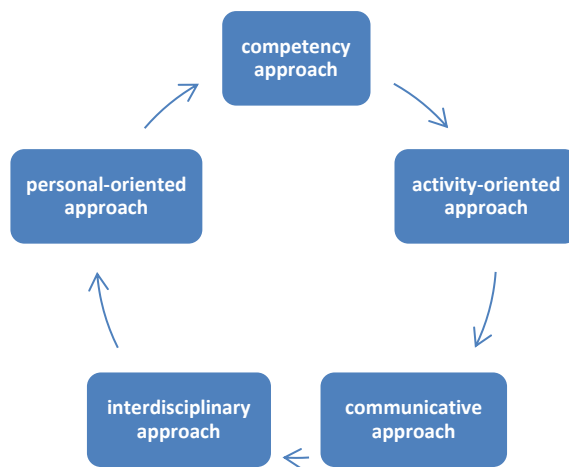

Fig.1. Approaches underlying reversal learning

Today, the key approach in the higher education system is considered to be a competency-based approach, which is aimed at developing students' abilities to solve assigned professional tasks in accordance with the requirements for personal professional qualities: the ability to search, analyze, select and process received information, the ability to work in a group, knowledge methods and techniques for solving problems that have arisen [5, pp. 32–33] in pedagogy, researchers deal with issues of the competency-based approach, among whom are K. E. Bezukladnikov, D. S. Ermakov, E. F. Zeer, I. A. Zimnyaya, A. K. Markova, A. M. Mityaeva, A. M. Novikov, L. A. Petrovskaya, E. N. Solovova, E. E. Symanyuk, A. V. Khutorskoy and others. Competency-based learning during the learning process was formulated in the USA in the 70s. of the XX century thanks to the American linguist N. Chomsky. In the conceptual and terminological apparatus of the competency-based approach there are two key concepts: competence and competency.

According to L.I. Korneeva, competence is «an integrated combination of knowledge, abilities and attitudes that are optimal for performing work activities," and competence consists of a set of competencies, the presence of knowledge and skills required for the effective activities of the subject [4, p. 103–104]. E. Zeer and E. E. Symanyuk put a similar meaning into the concept of «competence», considering it as «the integrative integrity of knowledge, skills and abilities» that makes it possible to carry out professional activities [3, p. 26–27].

It is thanks to the knowledge, skills and abilities acquired during educational activities that the future university graduate develops basic, general cultural, general professional and professional competencies, which subsequently allow him to demonstrate and prove his competence and competitiveness in the professional field. Thanks to the formed and developed competencies in higher education, the state receives competent and competitive specialists in constantly changing socio-economic conditions. A specialist who has fully mastered the key competencies in his specialty will be able to adapt to the constantly changing working conditions in the information society upon completion of training.

Therefore, when implementing a competency-based approach, priority is given to goal setting and such vectors as learning ability, self-determination, self-actualization, socialization and individual development [2]. Another approach underlying reverse learning has similar vectors – the student-centered approach.

A personality-oriented approach in education is a natural stage in the development of the humanistic direction in pedagogy, based on taking into account the individual characteristics of students, who are considered as full participants in the educational process [6, p. 92]. By individual characteristics we mean the abilities, motives, goals, and objectives that the student pursues while mastering the curriculum. Among the researchers dealing with issues of student-centered learning, one can single out N. A. Alekseev, Z. I. Vasilyeva, V. V. Zaitsev, V. V. Serikov, M. N. Skatkina, S. D. Polyakov, I. S. Yakimanskaya and others. High activity on the part of the student, redistribution of teacher-student roles, reduction of the leading role of the teacher, focus on subject-subject interaction – all these factors determine the importance of a person-

oriented approach with reverse technology. Personality-oriented learning is aimed at achieving planned results for each student, developing his personal qualities, skills of independent search for information and knowledge in order to prepare for future professional life, which are the key principles for reverse learning.

According to the concept of student-centered learning, the main goal of the educational process is the personality of the student, his needs and potential. According to V.V. Serikov, «personally-oriented education is not the formation of a personality with given properties, but the creation of conditions for the full manifestation and development of personal functions» of students [7, p. 27]. Thus, the task of the teacher is to create favorable conditions for the formation and development of the necessary competencies within the framework of the relevant training profile. For students of the «digital generation," the use of ICT technologies both in the classroom and during self-study is an important factor that helps increase the level of motivation for the subject being studied.

We can include the following points among the characteristics of a person-centered approach when using reverse learning technology:

- organization of subject-subject interaction between teacher and students;

- creating conditions for the student's personal growth;

- activation of the student;

- the teacher performs the role of a knowledge facilitator [6, p. 92].

For this approach to function successfully, it is necessary to create a flexible learning environment. Reverse learning technology has the necessary technical capabilities to create a flexible environment aimed at creating a self-developing personality, capable of reflection and critical analysis, in the modern conditions of the higher education system.

The third approach, which defines reverse learning technology and places the subject-subject form of interaction at the center of communication, similarly to the personality-oriented approach is the communicative approach. The communicative approach «is aimed at developing students' semantic perception and understanding of a foreign language, as well as mastering linguistic material for constructing speech

utterances» [1, p. 64]. The works of I. L. Bim, L. N. Golub, I. A. Zimnyaya, E. I. Passov and others most fully reflect the specifics of the communicative approach. The goal of the communicative approach is to master a foreign language as a means of communication; its task is to prepare students for learning a foreign language in a short time. The learning process is aimed at developing, first of all, foreign language competence, and the ultimate goal is to solve communicative problems and develop communicative competence. Didactic materials are selected for specific communication situations and are practiced in situations typical for the use of certain language forms. For the formation of professionally oriented foreign language competence, this approach is an important link, due to the fact that when entering a university, students do not speak a foreign language, and the use of a communicative approach allows students to prepare and develop competencies in a short time to enter into dialogue in a foreign language. Thus, in our opinion, teaching a foreign language to future graduates of non-linguistic areas of training requires intensification of training, since students at the time of entering the university are just beginning to study a foreign language (their initial level is A-0) and after 2 semesters they should have competencies in a foreign language, stated in the work program «General Medicine», have been formed. Activation of the teacher's activity (his/her creative potential, necessary information technology, methodological competencies, etc.) when working using reverse learning technology provides an opportunity to develop in future specialists in the field of customs the necessary competencies for building communication and subsequently solving professional problems in a foreign language.

Conclusions. Summarizing the above, we come to the following conclusions: Foreign language teaching based on reverse learning is based on the provisions of competency-based, student-oriented, activity-oriented, interdisciplinary and communicative approaches; is based on general didactic principles: visibility, awareness and activity, accessibility; general methodological principles of teaching foreign languages: communication, an integrated approach to motivation in teaching a foreign language, taking into account the specialty and oral advance. Particularly, the methodological principles proposed by us are focused on independent out-of-class

familiarization of students with new material: the principle of expedient distribution of material between classroom learning with a teacher and self-study on electronic educational platforms and the principle of advanced delivery of material in digital form.

During the experimental research work, the effectiveness of using reverse learning for the formation of professionally oriented foreign language competence was tested and the following was proven:

‒ medical students have developed a stable motivation to learn a foreign language;

‒ studying new lexical and grammatical material through the Quizlet application and electronic materials prepared by the teacher contributed to increasing the independence, self-organization and confidence of students in the subject being studied and, as a result, had a beneficial effect on the atmosphere in the classroom;

The results obtained during the experimental research work indicate the effectiveness of the developed methodology for teaching a foreign language to students in the field of training «General Medicine» based on reverse learning technology.

Promising directions for continuing research could be: increasing the bank of educational tasks for the formation of professionally oriented foreign language competence using reverse learning technology; further improvement of methods of teaching professionally oriented foreign languages to students of non-linguistic areas of training based on reverse learning technology; development of the concept of reverse learning for students of language areas of training using the second type of reverse learning.

References

1. Golub, L. N. Communicative approach to language teaching [Text] / L. N. Golub // Bulletin of the Bryansk State Agricultural Academy. – 2017. – No. 4 (62). – pp. 63–66.

2. Zeer, E. F. Competence-based approach to education [Text] / E. F. Zeer // Education and science. – 2005. – No. 3. – P. 27–40.

3. Zeer, E., Symanyuk, E. E. Competence-based approach to the modernization of vocational education [Text] / E. Zeer, E. E. Symanyuk // Higher education in Russia. – 2005. -№4. – P. 23–30. EDN: IBLFYP

4. Korneeva, L. I., Shelten, A. Basic didactic aspects of advanced training of teachers (Russia and Germany: comparative analysis): textbook [Text] / L. I. Korneeva, A. Shelten. – Ekaterinburg: UrFU, 2012.-323 p.

5. Myths about «Generation Z» [Text] / N.V. Bogacheva, E.V. Sivak. – M.: National Research University Higher School of Economics, 2019. – 64 p.

6. Novikov, A. M. Pedagogy: a dictionary of the system of basic concepts [Text] / A. M. Novikov. – M.: IET Publishing Center, 2013. – 268 p.

7. Serikov, V.V. Education and personality. Theory and practice of ped design. systems [Text] / V.V. Serikov. – M.: Publishing Corporation «Logos», 1999. – 272 p.

8. Raikan, Y., et.al. (2020) Integration of National Languages through a Global Communication System: Cultural Reflection. Open Journal of Philosophy, 10, 482–493. doi: 10.4236/ojpp.2020.104034.