Principles for improving foreign language teaching methodology (using italian as a case study) using traditional and innovative teaching methods in higher education institution

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ABSTRACT

The article considers the advantages and disadvantages of traditional and innovative methods of foreign language teaching (Italian as an example) in higher education institutions. One of the main components of learning process is student, his personality and individuality. That's why the main role of modern teacher is to choose the method of organization of students' learning activity, which best corresponds to the set aim of teaching. The author presents the results of the research about real application of innovative methods of teaching in higher education and reveals the reasons for the lack of innovative methods of teaching foreign language (by the example of Italian) in higher education institutions. The article also touches upon the use of Internet resources as a mean of increasing the amount of oral communication in foreign language in full-time and distance education.

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Олий ўқув юртида ўқитишнинг анъанавий ва инновацион усулларидан фойдаланган ҳолда чет тилини ўқитиш методологиясини такомиллаштириш тамойиллари (итальян тили мисолида)

АННОТАЦИЯ

Мақолада олий ўқув юртида чет тилини ўқитишнинг анъанавий ва инновацион усулларининг афзалликлари ва камчиликлари муҳокама қилинади. Ўқув жараёнининг асосий таркибий қисмларидан бири бу талаба, унинг шахсияти ва индивидуаллиги. Шунинг учун замонавий ўқитувчининг асосий роли – белгиланган ўқув мақсадига мақбул мос келадиган талабаларнинг ўқув фаолиятини ташкил этиш усулини танлашдир. Муаллиф олий ўқув юртида ўқитишнинг инновацион усулларини реал қўллаган тадқиқот натижаларини тақдим этади ва университетларда чет тилини ўқитишнинг инновацион усулларидан (итальян тили мисолида) етарли даражада фойдаланмаслик сабабларини аниқлайди. Шунингдек, Интернет-ресурслардан юзма-юз ва масофавий таълимда чет тилида нутқий мулоқот ҳажмини ошириш имконияти сифатида фойдаланиш масалалари ҳам ёритилган.

Принципы улучшения методологии преподавания иностранного языка (на примере итальянского языка) с использованием традиционных и инновационных методов обучения в высшем учебном заведении

АННОТАЦИЯ

В статье рассматриваются преимущества и недостатки традиционных и инновационных методов обучения иностранному языку (на примере итальянского языка) в вузах. Одним из основных компонентов учебного процесса является студент, его личность и индивидуальность. Поэтому основная роль современного преподавателя – выбрать методы организации учебной деятельности студентов, которые оптимально соответствуют поставленной цели обучения. Автор представляет результаты исследования о реальном применении инновационных методов обучения в высшем учебном заведении и выявляет причины их недостаточного использования при обучении иностранному языку (на примере итальянского языка) в вузах. Также освещены вопросы по использованию Интернет-ресурсов, как возможность для увеличения объёма речевого общения на иностранном языке при очном и дистанционном обучении.

The history of foreign language teaching goes back centuries. It was then that methodology of foreign language teaching began to form as an independent field of pedagogy. Due to numerous social and historical processes, there is now a need for a large number of people who are proficient in foreign languages. Nowadays, traditional and innovative teaching methods as well as language learning through information and communication technologies are widely considered.

Language is a carrier of information (information about history, culture of the country of language studied, information from other fields of knowledge, etc.). The aim of teaching foreign language is to form communicative skills (communicative competence) and not to learn a range of ideas and concepts. The exception is linguistic concepts and knowledge of language system, which are necessary for functioning of language as a means of communication. Thus, foreign language is both a goal and a means of learning.

The role of foreign language as a mean of intercultural communication increases noticeably in current socio-economic and political development of Uzbekistan. Computer technology, Internet resources, digital devices, distance learning are increasingly used in education system. However, unsystematic and unregulated use of modern information technologies in teaching process reveals a problem of pedagogical nature: teachers lack a clear understanding of what didactic, psychological and pedagogical tasks can be solved with the help of new technologies.

The process of introducing distance learning into education system in different countries has its own peculiarities. It depends on state policy of the country: either distance learning is recognized as a form of education along with other forms of education, or distance learning technologies are used in education system as a means of education.

Institutes have been established to research and implement methodology for creating a distance learning course and its assessment criteria. If we consider distance learning as a form of learning in education system, we can distinguish 4 main models of distance learning:

1. integration of face-to-face and distance learning;
2. network learning: stand-alone distance learning course, information and educational environment;
3. network learning and case technologies;
4. videoconferencing, interactive television.

The choice of the model depends on learning objectives and conditions under which distance learning is possible.

The teacher's activity changes depending on learning model used. The specifics of each model of distance learning process determine selection and structuring of training content, methods, organizational forms and means of training. Academician L.V. Shcherba points out that teaching foreign language is teaching an activity and specifics of subject consists of mastering speech, communication, in formation of speech and thinking activity.

Another peculiarity of the subject "Foreign language" can be considered as subjectlessness, understood as an opportunity to communicate on any topics, corresponding to the age and interests of the students. This term was suggested by I.A. Zimna, later clarified by I.L. Bim from the point of view of selecting topics of communication in a foreign language.

The specifics of the subject "Foreign language" corresponds to the specifics of distance learning, the main features of which are network (remote) interaction of all participants in learning process and comparatively larger volume of independent work done "just in time", interactivity, selection and structuring of educational material (authentic texts), educational technologies, etc.), texts of native speakers (speeches of political figures at conferences, seminars, information of leading TV shows, films, video clips, up-to-date information helps to increase motivation to learn a foreign language. A potential number of individual educational trajectories in this case turns out to be significantly higher than in traditional teaching. However, not every text from Internet resources can currently be used in learning process, as not all texts are directly suitable for educational purposes.

Nowadays, global computerization has embraced all spheres of human activity, including science and education. The development of the Internet and emergence of many computer programs facilitating learning process have greatly changed the learning of foreign languages by making it faster and easier to work with authentic sources. Computer-based learning programs have a number of advantages over traditional teaching methods, being, above all, means of direct audiovisual interactive interaction. Their application in classroom together with traditional teaching methods allows training of different kinds of speech activity, awareness of nature of language phenomena, formation of linguistic abilities, creation of communicative situations, automation of language and speech skills and providing the realization of individual approach and intensification of independent work of student, and also contributes to the increase of cognitive activity, motivation and quality of knowledge of students. Computer-based communication technologies allow a new way of implementing methods that activate students' creativity. They can participate in virtual discussions on various educational websites and thematic forums and carry out joint creative projects with students from different educational institutions. Thus, the use of modern information and communication technologies in educational process can be considered as one of active forms of individualization of learning. Integral properties of new technologies, such as their interactivity, multimodality, multimedia, visualization of content, play an important role in learning. Thus, computer visualization of educational content, especially in game, interactive form, develops cognitive styles of thinking, creativity and thinking activity of students, and also has a positive effect on their psychological and emotional state.

Nowadays blogs are widely used in education. A blog is a tool for publishing materials on the web with the possibility of access to reading them and also a platform for distance learning. There are many servers for creating blogs, e.g. www.blogger.com: http://www.ning.com. With the help of a blog, didactic tasks such as teaching different types of reading, writing, oral and written language can be solved.

One of the requirements for the content of modern foreign language textbook is presence of tasks related to project activities. On the one hand, such tasks contribute to the development of creative and research activities and, on the other hand, to the development of students' information and communication competence, as project research usually involves educational resources of the Internet, which, in its turn, require the ability to work with information. Communication with native speakers plays an essential role in students' acquisition of a foreign language. It is participation in international educational projects that allows realization of communication in a foreign language with their peers from foreign countries, native speakers.

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Using the possibilities of the site for voice communication (www.voxopop.com) a teacher can organize students for voice communication on educational topics on-line within a distance course, thereby increasing the volume of verbal communication in a foreign language.

Thus, it is possible to highlight key points of prospective development of distance learning in foreign languages:

– working with information in the future will allow using tools for automatic preparation of texts obtained directly from the Internet for use in learning process;

– volume of learning activities will increase due to application of automated systems of intelligent dialogue working both with text and with multimedia;

– density of communication may further increase with the application of augmented reality technology (computer device in the form of glasses reproducing the outside world together with information about its objects, this technology develops modern QR code technology to a new level).

In conclusion, it should be noted:

1. Distance learning is a motivating factor in learning foreign languages, contributes to achievement of personal, meta-disciplinary, subject-specific learning outcomes and, ultimately, to achieving goal of foreign language learning: formation of foreign language communicative competence.

2. Distance learning contributes to implementation of modern educational paradigms such as individualization and differentiation of learning activities, self-education and self-development of learners.

3. Introduction of information and communication technologies in foreign language teaching reveals a pedagogical problem. Pedagogical science faces the task of methodical development of existing modern means of teaching, research of new technical means, promising in foreign language teaching.

Traditional and innovative teaching methods should be constantly interlinked and complement each other complement each other. It is not a good idea to abandon old and switch completely on to new approach. The application of this teaching has a positive impact on development of independent activity of learners, self-development and improvement of quality of self-development and improvement in the quality of knowledge. Students are able to plan their work and use textbooks, have a good command of general study skills: comparison, analysis, comparison, generalization, summarizing, emphasis, etc. Their cognitive engagement supports development of such characteristics of knowledge as strength, comprehension, depth, flexibility, flexibility. Modern technologies in education are regarded as a means by which a new educational paradigm, which can be used to implement a new educational paradigm. Trends in development of educational technology are directly related to humanization of education, which contributes to self-actualization and self-realization of a personality

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