

УДК 372.881.111.1

КОНКУРЕНТОСПОСОБНОСТЬ СОВРЕМЕННОГО ПРЕПОДАВАТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА В УСЛОВИЯХ РАЗВИТИЯ ЭЛЕКТРОННЫХ ТЕХНОЛОГИЙ

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Аннотация. Статья посвящена актуальным вопросам конкурентоспособности преподавателя высшего учебного заведения в быстроменяющихся условиях рынка труда, развития электронных технологий и требованиях, предъявляемых государством. Основной целью данного исследования является выделение характеристик конкурентоспособности преподавателя высшей школы. В качестве метода исследования применяется обзор научно-педагогической литературы и интернет ресурсов ведущих ВУЗов.

Ключевые слова: педагогическая компетенция, конкурентоспособность, электронные образовательные ресурсы, MOOC, преподаватель высшей школы, высшее образование.

Для цитирования: Соколова И.И. Конкурентоспособность современного преподавателя английского языка в условиях развития электронных технологий. *Казанский лингвистический журнал*. 2019; 4 (2): 130–139. (на англ.)

COMPETITIVENESS OF THE MODERN ENGLISH TEACHER IN THE CONDITION OF ELECTRONIC TECHNOLOGIES DEVELOPMENT

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Abstract. The article is devoted to burning issues of competitiveness of a teacher of higher education in the rapidly changing conditions of the labor market, the development of electronic technologies and the requirements imposed by the state. The main purpose of this study is to highlight the characteristics of the competitiveness of a university school teacher. As a research

method, a review of scientific and pedagogical literature and the Internet resources of leading universities are used.

Keywords: pedagogical competence, competitiveness, electronic educational resources, MOOC, university teacher, higher education.

For citation: Sokolova I.I. Competitiveness of the modern English teacher in the condition of electronic technologies development. *Kazan Linguistic Journal*. 2019; 4 (2): 130–139.

In the context of reforming the Russian education system, certain requirements are imposed on the modern teacher. Now it's not enough for a teacher to transfer information to students, it is important to own modern methods of teaching and education, innovative pedagogical techniques, to know the FSES (Federal State Educational Standard) and organize educational activities of students in accordance with it, to possess numerous competencies. In a rapidly changing world, society requires from a vocational education system such a teacher who has competitive qualities.

The competitiveness of the teacher is an integrative characteristic that provides him/her with a higher professional status. Competitiveness is determined by a complex of competitively significant professionally important and personal qualities, individual abilities to solve specific tasks, issues, problems and the necessary professional knowledge, skills and competencies.

Thus, as factors determining professional success and competitiveness, such phenomena as *professionally important qualities* are usually considered [7, P.63]. According to the review of various approaches to the term, it is possible to determine the professionally important qualities as a set of biological and psychological characteristics that meet the requirements of a particular professional activity to its subject and ensure the effective implementation of this professional activity.

What are the professionally important qualities of a modern teacher at the present stage of development of the education system? The main and constant requirements to the teacher, in our opinion, are the vocation for pedagogical activity in general, special knowledge in the teaching field, broad erudition, pedagogical intuition, highly developed intellect, high level of general culture and morality, various educational methods knowledge.

Along with professionally important qualities, knowledge, skills and abilities, one of the most significant components of a teacher's competitiveness are the competencies which he operates with. In pedagogical literature, various types of competencies are proposed and discussed. For example, there are such interpretations of the concept of "competence" as "a set of knowledge and skills that determine the effectiveness of professional work" [8], "a combination of personal qualities and properties", "manifestation of the unity of professional and general culture" [5, P.23], "A complex of professional knowledge and professionally significant qualities" [10, P.156], "the amount of skills which the subject can adequately perform tasks with" [2, P.26].

You can find such definitions of "competence" as "the range of issues, phenomena in which a given person has authority, knowledge, experience; terms of reference, questions, phenomena"[2, P.30], "the personal capabilities, his/her qualifications (knowledge, experience) allowing him/her to take part in the development of a certain range of decisions or decide himself, thanks to knowledge, skills "[1, P.5], "a set of certain knowledge and skills in which a person must be knowledgeable and have practical work experience "[5, P.18].

Among the various types of competencies, pedagogical competence plays an important role in the development of a teacher. We understand "pedagogical competence" as the ability to act in a specific pedagogical situation acquired in the process of learning and including a set of psychological, pedagogical and special (subject) knowledge; the ability to update this knowledge and find the right solution based on the conditions of a particular pedagogical situation; pedagogical abilities and professionally significant qualities necessary for successful pedagogical activity.

It is obvious that in the course of their professional activities, teachers are meant to carry out various activities. In this regard, we turn to the regulatory document, the Federal State Educational Standard of Higher Professional Education in the direction of training 050100 Pedagogical Education (qualification (degree) "bachelor") (registered by the Ministry of Justice of the Russian Federation on February 5, 2010, registration number 16277), it spells out all kinds

of professional activities of Bachelor's programs graduates. All types are divided into four blocks – pedagogical, design, research, cultural and educational, and each block includes a number of professional tasks.

So, pedagogical activity itself includes such a wide range of tasks as the study of the possibilities, needs, and achievements of students in the field of education; the implementation of training in accordance with the requirements of educational standards; the use of technologies appropriate to the age characteristics of students and reflecting the specifics of the subject area; providing educational activities with special educational needs; organization of interaction with public and educational organizations, children's groups and parents, participation in self-government and management of the school team to solve the problems of professional activity; formation of the educational environment to ensure the quality of education, including the use of information technology; the implementation of professional self-education and personal growth; ensuring the protection of life and health of students during the educational process [2].

The project activity in the standard includes the design of the content of educational programs and modern pedagogical technologies, taking into account the features of the educational process, the tasks of education and personality development through the subjects taught; modeling of individual training routes, education and development of students, as well as their own educational route and professional career [2].

The research activity involves the formulation and solution of research problems in the field of science and education; the use of scientific research methods in professional activities [2].

Cultural and educational activities include the study and shaping the needs of children and adults in cultural and educational activities; organization of cultural space; development and implementation of cultural and educational programs for various social groups [2]. From the state standard, we see that the teacher is a multi-tasking specialist who is not limited by knowledge and teaching his/her

discipline, but he/she is also involved in personal and professional self-development, and is actively involved in the scientific and social life of the university.

Thus, the requirements of the state, the labor market and the development of technologies stimulate the teacher to continuously master new competencies, as well as the development of competitively significant professionally important personal qualities in the course of their work. In the modern world of rapidly developing technologies, it is not enough for the teacher to have computer skills, but it is required to develop educational, methodical as well as electronic resources.

In addition, when developing disciplines programs, it is imperative that the students are provided with teaching materials for self-study on the discipline. The list of sources should include electronic educational resources or mass open online courses (MOOC).

Like many higher educational institutions, Kazan Federal University (KFU) makes extensive use of electronic educational resources in the educational process [3]. The basis of the e-learning system is LMS MOODLE (Modular Object-Oriented Dynamic Learning Environment - modular object-oriented dynamic learning environment - open source learning management system). The purpose of introducing e-learning is to increase the efficiency of the educational process using active teaching methods and individualizing educational trajectories. For disciplines taught as a part of KFU educational programs, an electronic educational resource provides an opportunity to get acquainted with the discipline content at a level sufficient for successful development, to provide students with independent work, to familiarize themselves with additional sources on the discipline, etc. [4, P.30].

The main characteristics of MOOC technology are considered to be mass audience, intermediate and final tests, deadlines [11, P.391], short videos, the possibility of free communication between teachers and students, as well as students among themselves. Mass open online courses can be used as a powerful educational resource. MOOC in varying degrees can be built in the educational process of the university: from the use of individual materials chosen by the teacher to complete the course taking with testing and obtaining

a certificate as a type of final control. As a result, the concept of blended learning – the use of distance learning technologies in the traditional learning process – is being developed in high school [6].

Another advantage of the MOOC and electronic educational resources is that in the situation of reduced hours of some disciplines, such as a foreign language, students have the opportunity to practice the language and perform tasks remotely, filling the lack of offline classes at the university. Moreover, posting on the network of online courses of the university brings it to the world level.

In this regard, teachers have a logical need to improve their skills in the development of online courses. Consequently, mastering new knowledge and competencies, the teacher becomes more competitive in the labor market, makes his/her intellectual contribution, thereby increasing the university's rating. In conclusion, we note that teachers who fully possess pedagogical competence, constantly improving their teaching activities and modern electronic technologies, in our opinion, are the most competitive in the field of vocational education.

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УДК 378.2

НАЧАЛЬНОЕ ОБУЧЕНИЕ ЧТЕНИЮ ОРИГИНАЛЬНОГО ТЕКСТА В УСЛОВИЯХ КОМПЛЕКСНОГО ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Наличие учебной мотивации придает деятельности обучения пониманию более целенаправленный характер, а также способствует активному отношению обучаемого