Specifics of Training of Students of Philological Department in the Professionally-Oriented Reading with the Use of Computer Technologies

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Abstract

Objectives: To develop a methodology of training of students of philological department to work with professionally-oriented text using computer technologies. **Methods/Statistical analysis:** Specific features of professionally-oriented reading were studied on the basis of literature review, logical and comparative analysis, critical thinking. The paper aims to show moderating effects from professionally-oriented reading using computer technologies on students' competences. The analysis was based on a multiple case study research involving student and teachers of philological department. **Findings:** This study offers the authors' view on the main objectives and features of innovative teaching, analyzed the concept of "innovation" as a pedagogical criteria. The authors examined the evolution of the teacher's role in the application of innovative approaches to learning. Using the information gathered about different opinions on professionally-oriented reading specifics, this research proposes the principles of the professionally-oriented reading of the Tatar-language text. The study justified particular importance of professionally-oriented reading in the preparation of the modern linguist, the philologist. The article has also developed a methodology of critical thinking in professionally-oriented reading. The authors revealed an increase of a number of professional competencies of students in the course of using of proposed integrated approach (professionally-oriented reading using computer technologies): activation of all types of speech activity, the text analysis, the accounting of nature of influence of the native language on process of mastering by a new material and others. **Application/Improvements:** This study offers a new approach that can significantly assist teachers in the development of professional competencies of students of philological faculty, studying the Tatar language.

Keywords: Computer Technologies, Philological Department, Professionally-Oriented Reading, Specifics of Training

1. Introduction

In the era of globalization, society demands transition to a new, more informative level. Society, including higher education, demands the fast, competent solution of the problem, advancing development of system of information content and a development of education based on the information technologies[1]. A lot has changed in education for the last two decades. And this is no accident. The new organization of society, a new attitude toward life also imposes new requirements for school.

The introduction of computer technologies in the process of learning assumes profound change of the contents, methods and organizational forms of education. Computer technologies are the result of human intellectual activity and represent a set of data, generated by the producer and reflecting his information model[1]. Use of Internet resources in education[2] is understood as the process aimed at improving the quality of the content of education, conducting developments and researches, maintenance, implementation and development, replacement of traditional information technologies to a more modern, effective activities[3,4]. The processes occurring in the global socio-economic system[3,4] led

to a change of a paradigm of education. As traditional education became outdated, new didactic forms of organization of learning in a modern education system are necessary. There was an imperative need for a fresh look at the process of learning in general[3], and at learning a foreign language as a main goal of today's higher education is to grow up not the prolifically with information a narrow specialist, but a multidimensional creative personality who is completely perceiving the world, capable actively work in professional and social spheres, providing a dynamic and sustainable development of mankind[4]. And today a modern young specialist for successful professional career in a new information society needs such professional and personal qualities[5] as ability to professionally approach to the solution of technical tasks and problems, to use of modern information technologies in the development of new samples of equipment, possession of graphic and computer culture, ability to reveal priority solutions of tasks taking into account moral aspects of activity, abilities to a creative professional self-development[6,7]. Modern students strive for a self-support and independence in everything.

Considering transition of higher education institutions to two-level system of learning, new information technologies are used today in classroom hours are reduced and the role of independent work of students considerably increases. The most important conditions of competitiveness of the modern student are first of all, his broad thinking, moral substance, professional knowledge and abilities to realize this knowledge in practice. Besides above-mentioned properties for realization of the conceived competent, well-bred speech, logic of a free statement of the thoughts is necessary. Use of the professionally-oriented text in audience leads to a desirable result as, firstly, the modified text is a basic for realization of all types of speech activity (audition, speaking, reading and writing), secondly, for realization of the set educational and communicative tasks in the process of training of students philologists.

1.1 Material Studied

In recent years the problems of improvement of educational process, especially in the lingvocultral relation were considered in and others. They researched various aspects of organization of educational process: introduction of cultural information through phraseology, a language aphoristic and the text. The professionally-oriented texts allow solving the major problems in learning in a complex,

and it gives us the right to consider all material as one of possible means of deepening of the interconnected sections of linguistics[8]. Also methodological base of this study the provisions and principles put forward in the works of foreign scientists. [9]Scientists believe that any teaching method is enriched by integrating information technologies[10,11].

1.2 Area Descriptions

There is a close internal connection between texts and a grammatical structure of the language. [12]One as it is the lever for the other. Such lever for a grammatical, lexical system is the professionally-oriented text. [18–20]At the end of study in higher education institution the graduate of philological department has to possess the following competences: ability to acquire new philological knowledge, using modern educational and information technologies; ability to collect, process and interpret the text with the use of modern information technologies; to analyze the data necessary for formation of judgments on the corresponding social, scientific and ethical problems; ability to realize perspective lines of intellectual, cultural, moral, physical and professional self-development and self-improvement.

Based on this, we can say that the purpose of the modern teacher of the high school is not transmission of knowledge from the teacher to the student, but creation of the learning environment and formation at students of skills of the independent solution of arising problems, using modern information technologies. They serve not only as a source of information, and as a way of use of the basic knowledge in practice[13]. An innovative approach to teaching allows you to organize the learning process in a way that the lesson becomes a joy and benefits for the child[14], not simply turned into fun or a game.

The definition of "innovation" as a pedagogical criterion is common and usually reduced to the concept of "novation", "novelty". Innovation in literal translation from Latin does not mean "new" but "to new". [15]Some scientists put that meaning into the term "innovation" in the end of the last century. They outlined the main features of the "didactic portrait" of this method, aimed at developing pupil's ability to self-improvement, independent search for solutions, to work together in a new situation[16].

The relevance of innovative teaching consists of the following: conformity to the concept of humanization of education[17]; the overcoming of a formalism, authoritarian style in the system of teaching; the use of pupil-centered

teaching; search of the conditions for disclosure of creative potential of a pupil; conformity to the socio-cultural needs of modern society as an independent creative activity.

The main objectives of innovative teaching are: the development of intellectual, communicative, linguistic and creative abilities of pupils; formation of personal qualities of pupils; development of skills, influencing on educational and cognitive activity and transition to the level of productive creativity; development of various types of thinking; formation of high-quality knowledge, abilities and skills.

Also the objectives of innovative teaching are defined by these purposes: optimization of teaching and educational process; creation of a cooperative environment between teacher and pupil; development of a long-term positive motivation for learning; inclusion of pupils in creative activities; careful selection of material and methods of its submission.

The basis of innovative teaching consists of the following technologies: developing teaching; problem-based teaching; development of critical thinking; differentiated approach to the teaching; the creation of a situation of success in the classroom.

The basic principles of innovative teaching are: creativity (focus on creativity); assimilation of knowledge in the system; non-conventional forms of lessons; presentation use.

The following techniques are successfully applied in studying of Tatar language with the use of innovative technologies: associative array; abstract reference; INSERT (interactive recording system for effective reading and thinking); brainstorming; group discussion; reading with stops and Bloom's Questions; clusters; cinquain; "Advanced lecture"; essay; key terms; mixed up logical chain; media projects; didactic game; linguistic cards; linguistic allusion (hint); text study; tests; non-conventional forms of homework[18].

Let us discuss some of them. *Critical thinking* is the fulcrum for the human mind, it is a natural way of interaction with ideas and information. We and our pupils often face a problem of choice and choice of information. It is necessary not only master the skill of information but also critically to evaluate it, comprehend and apply. Meeting with new information, pupils of 5-11 grades should be able to consider it thoughtfully, critically, evaluate new ideas from different perspectives, drawing conclusions regarding the accuracy and value of this information.

2. Methods

Methodology of critical thinking development consists of three steps or stages. They are "Invocation – Comprehension – Reflection".

2.1 The First Stage is the Invocation

Its presence is mandatory at every class. This stage allows you to update and summarize the existing knowledge of a pupil on the subject or problem; to cause a sustained interest in the subject matter, to motivate a pupil to learning activities[19]; to formulate questions that would get answers; encourage the pupil to work in class and at home.

2.2 The Second Stage is Comprehension

Here are the other objectives. This stage enables the learner: to acquire new information; to comprehend it; to correlate with the existing knowledge; to look for answers to the questions that raised in the first part.

2.3 The Third Stage is Reflection

The basic here is a holistic comprehension, a summarization of the received information; the appropriation of new knowledge, new information by the pupil; formation of own attitude of each of the pupil to the studied material.

Analysis, creative processing and interpretation of the studied information are carried out at the stage of reflection. The work is conducted individually, in pairs or groups.

In the 5th grade when studying the subject "Phonetics" the question is raised to the pupils in the beginning of the lesson: "What is phonetics?" *(Invocation)*. During the lesson, getting information from the teacher, working on the text of the paragraph and with exercises, children are in search of the answer to the question *(comprehension)*. At the end of the lesson, pupils summarize the gathered information and conclude on the subject of the lesson – answer the raised question *(reflection)*.

Essay is a genre of criticism and journalism, free interpretation of any literary, philosophical, aesthetic, moral and social problem. Essay is a very common genre of written works in Western pedagogy. It is advisable to use it as a small writing assignment usually at the stage of reflection. If children are taught using the technology of critical thinking development, they usually have their own point of view for many questions and due to the age

and psychological peculiarities may not always to exercise restraint, so there is the situation occurs during the lesson when more prepared pupils express their thoughts, ideas, suggestions, without giving the others the time to focus. Here then comes an indispensable method of essays: everyone can analyses the discussed question, think, and make an independent choice[20].

The main rule of a free writing is done to stop, do not re-read, do not correct. When it is difficult a comment can be written on that problem and keep writing further. Five-minute essay is usually applied at the end of the lesson to help pupils to summarize their knowledge on the studied subject[21]. For teachers it is an opportunity to get feedback. Therefore, pupils may be offered two options:

- To write what they learned about a new subject;
- To ask one question that they have not received an answer to.

In the 9th grade at the end of the study of the subject "The Allied complex sentence" the pupils were assigned to write five-minute essays "Unsolved mystery in class".

3. Results

Thus, innovative approaches to the teaching of Tatar language are associated primarily with the changing role of the teacher. In modern conditions it is very important that the teacher did not give pupils ready-made knowledge but pointed the way to acquire the knowledge, taught to gain the knowledge. Teaching Tatar language in modern conditions requires completely new, innovative approaches from the teachers both to the content of the lesson as well as to the choice of educational technologies, effective teaching methods, conducting diagnostics of the level of proficiency in Tatar language.

On philological department the main place is allocated for work with professionally-oriented texts presented in electronic form. In modern conditions the specialist has to be able to enhance his knowledge, to be guided in a flow of special information, to understand and most effectively to use received information for his professional purposes. Thereby professionally-oriented reading is of particular importance in the preparation of the modern linguist, the philologist. Reading and the analysis of professionally-oriented texts prepares students for their future work, being one of ways of satisfaction of professional and educational needs of the specialist. Future philologist has to be guided well in the text environment, understand specifics of the text and estimate from the professional

point of view (style, structure, a problem, relevance and novelty of the text, etc.).

By professionally-oriented reading is understood " the verbal written communication aimed at the extraction from the text of information, new to the student, carried out by words, phrases and sentences of the complete text and coming to the end with satisfaction of professional information requirements, namely an assessment, assignment, the subsequent use of necessary information and creation of own product".

Reading the professionally-oriented text has to correspond to the following principles:

- informational content of reading (amount of information which the specific recipient is able to understand and appropriate in the course of reading this text);
- subordination of reading professional activity (aimed at obtaining professionally significant information and its use in professional activity);
- dependence of process of reading on the volume of the professional thesaurus of the reader;
- The dialogical nature professionally-oriented reading (exchange of information with the author of the text).

Reading professionally-oriented text, future philologist interprets[22], makes comments and estimates the text according to the associations, agreeing or disagreeing with the train of thought stated in it, enhance his knowledge, joins to the achievements of development of humanity and even can generate the own text. We allocate three types of professionally- oriented informative reading: 1) assigned and informative reading; 2) estimated and informative reading; 3) creating informative reading.

Proceeding from the aforesaid, the main aspect of learning professionally-oriented informative reading with use of computer technologies is the special environment in which it is carried out reading process where the student learns to think, define the main thing and to plan prospect of further development[23].

In modern conditions of development of the Internet there was a whole group of new skills: ability to work in Internet browsers and office applications, the ability to competently and diverse formulate a request in search engines, the ability to work in online mode, the ability to use some of the most common services and Internet resources, and blogs etc[24,25].

The researchers dealing with a problem of professionally-oriented reading texts put the different contents in this concept: involvement of pupils in

independent cognitive activity; means of its logical and psychological organization; systematic reduction of the direct help of the teacher which promotes conscious and strong assimilation of the knowledge, received through modern information technologies[31–33]. In this case the help of the teacher plays an important role. The teacher has to direct activity of the student to the necessary course, provide conditions for the effective solution of the task set for the student, and also exercise timely control[26].

Reading the text presented on an electronic medium, essentially differs from the printing text. The main place in the process of reading professionally-oriented text is allocated for use of hypertext technology which connects among themselves various components of information by means of the mechanism of hyperlinks and allows the reader to move freely in a nonlinear way, giving to all process high level of interactivity[32,33]. Visualization of text information and modeling of real situations of transition just seeing reading to another is other important property of the hypertext.

Feature of the electronic professionally-oriented text presented in the hypertext environment, is its multimedia. Due to association of text, visual and sound representation of material possibly application of all levers on the reader that provides qualitatively new level of active perception of information.

Formation of abilities adequately to perceive, comprehend and interpret information of the professionally-oriented text is connected with a choice of strategy and tactics of reading which, in turn, depend on purpose of the text as unit of the speech created in the process of communication and realizing in it the communicative function and pragmatically properties[27].

The main sources of obtaining the professionally-oriented informative texts are: 1) the electronic sites on philology, linguistics, pedagogic and a technique of teaching Tatar (foreign, Russian) language; 2) professional forums; 3) electronic versions of professional conferences and presentations; 4) periodicals; 5) video records.

4. Discussion

Thus, one of the main features of this work is training students of philological department to work with professionally-oriented text and use of computer technologies in high education institution. In it a number of positive tendencies were outlined in teaching of the Tatar language: attention to development of the coherent speech of students, installation on communicativeness, an integrated approach to activization of all types of speech activity, the text analysis, the accounting of nature of influence of the native language on process of mastering by a new material[28,29].

5. Conclusion

The realization of communicative function is enabled by means of performance of a complex of the exercises which are carried out before reading, during reading and after text reading. The system of exercises for work with professionally-oriented texts includes also conditional speech exercises (lexical, grammatical and structural and composite) and speech exercises (informative and educational, communicative, creative). Cyclic repeatability of all groups of exercises in the process of learning professionally-oriented informative reading provides dynamics in development of skills and abilities of reading special texts.

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