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Personality Development Training in the Context of Innovations of School Foreign Language Education

Background. Problem statement concerns the need to study pedagogical and didactic topics due to the environment or background in modern Russian education, i.e. the socio-political situation in the region, in the country, and in the world as a whole, which has an indirect impact on it. This paper is in the main a continuation of the authors' publications on the topic under consideration. The target setting of this study is a reflection on the regional approach, with its features and initiatives in the aspect of forming functional literacy of schoolchildren as a value in the educational process.

Methodology and materials of the study. In the context of the axiological approach, the authors of this manuscript consider a novel situation, which is characterized by the desire of a modern teacher to "equip" the school educational space and apply the design of Knowledge Content, Pedagogy, IT facilities and devices for teaching and fostering a responsible attitude of students to the learning process.

The results of the study. The research is carried out in the context of a value-based comprehensive model of cultural self-determination of teachers in the system of continuing professional education. Of particular interest are some of the active means of foreign language teaching and learning in the aspect of integration of classroom and outdoors activities of schoolchildren. As a result of the conducted micro-research, the article also presents a professional project aimed at improving the quality of foreign language education at a school with in-depth study of English in one of the educational institutions of the Novosibirsk region.

In conclusion, the authors state the contribution of modern teaching to the state and solution of urgent problems of regional foreign language education as an integral component of humanitarian knowledge and education in general, which is in conditions of uncertainty and ambiguity.

Keywords: regional approach; recurrent professional education; functional literacy; integration; classroom and extracurricular activities; cultural self-determination of a personality; professional projects.

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Личностно развивающее обучение в условиях инноваций школьного иноязычного образования

Постановка проблемы. Необходимость изучения заявленной в заголовке педагогической и частно дидактической тематики во многом обусловлена фоном в современном российском образовании, т.е. общественно-политической обстановкой в регионе, стране, мире в целом, который оказывает на него опосредованное воздей-

ствие. Данный опус является продолжением публикаций по обозначенной тематике, *целевая установка* которых отражение регионального подхода, с его особенностями и инициативами, в частности, в аспекте формирования функциональной грамотности школьников как ценности.

Методология и материалы исследования. В контексте аксиологического подхода авторами статьи рассмотрена новая ситуация, для которой характерны стремление современного учителя «обустроить» школьное образовательное пространство и применить активные методы обучения и воспитания ответственного отношения обучающихся. Современный региональный институт непрерывного образования педагога как значимый сегмент региональной образовательной среды видит свою культуротворческую миссию в создании оптимальных условий через тьюториал, системную поддержку и наставничество сотрудников муниципальных методических центров и школьных методических объединений для решения актуальных проблем образования.

Результаты исследования. Исследовательский поиск осуществляется в контексте ценностной комплексной модели культурного самоопределения педагогов в системе непрерывного профессионального образования с помощью оптимальных средств того или иного учебного предмета, в нашем случае, иностранных языков. Как результат проведенного микроисследования, в статье представлен профессиональный проект, цель которого — повысить качество иноязычного образования в школе с углубленным изучением английского языка в аспекте формирования функциональной грамотности школьников.

В *заключении* авторы констатируют вклад современного учительства в состояние и решение проблем регионального иноязычного образования как неотъемлемой составляющей гуманитарного знания и образования в целом, находящегося в условиях инновационных преобразований.

Ключевые слова: региональный подход; непрерывное профессиональное образование; функциональная грамотность; урочная и внеурочная деятельность; культурное самоопределение личности; профессиональные проекты.

1. BACKGROUND

Problem statement focuses in the main on the topical issues of creating a humanitarian personality development environment for fostering the individuality of each student related to the professionalism and skills of the teacher, his methodological and didactic readiness to see the provisions in the development of the students, their value and intellectual components [2; 3]. Current academic discourse reflect on varied aspects and stages of professional competence of foreign language teachers, trends and factors that affect the status of a teacher, his or her career [6; 9]. Among all this diversity of conditions, the very unique role is for the system of continuous education and self-education, cultural self-identity of a modern teacher [3; 4; 6]. Hence, the issues of the influence of professionalism and teachers' skills on changes in the individual and personal trajectory of a student's development in the process of mastering a foreign language and other cultures are subject to research [1; 6; 5].

In relation to this situation, the teacher is always informed about the student's requests and his progress, first of all. The teacher demonstrating his knowledge of the subject is sure to suggest a written and oral presentation of Knowledge Content for discussion in the classroom. In order to effectively teach, the teacher organizes the time and space of a lesson/lesson system with the help of modern textbooks and technical devices. Demonstrating a variety of teaching methods adequate to communicative situations, the educator supports the atmosphere of creativity via all the "languages" of the educational process, verbal and non-verbal means of national and foreign cul-

tures [2; 6]. The creative atmosphere undoubtedly contributes to the teacher's maintaining a high level of motivation and coherent speech and communicative behavior of students in the classroom and outdoors extracurricular activities. The likely teacher is fully aware of the responsibility assigned to him in the aspect of the quality of teaching a foreign language [1; 5].

In the context of the given above, the topicality of professional development of a teacher is primarily due to the cultural mission of current national public school education as a value. This dominant value in the era of a radical change in the educational paradigm is in the focus of Academic Scholarship, and the national public school community as a whole [2; 3; 4; 6; 9]. *The purpose of this study* is to focus on the problems connected with the system of continuing education of a teacher (recurrent education), and to design the value model for making a worthy contribution to the creation of a developing professional environment at the regional level, and in the main via personality development training in the context of innovations of public school foreign language education.

2. CONCEPT & METHODOLOGY

The personality development training is a concept defined and considered in current academic Scholarship. Seeking consensus on the *personality development training*, one comes to the conclusion on general integration of dominant values, cognitive/intellectual, emotional and motivational components of a language personality, their highest realia in the process of continuing fostering and learning, i.e. cultural self-determination of a language personality [2; 3; 4; 6].

The critical analysis of the philosophical, psychological, pedagogical, didactic and methodological literature resources on the topicality of cultural self-determination of the individual allows the authors to clarify and establish the development educational activities/practices which constitute the basis of the value model of tutor support for a foreign language teacher in the system of additional professional programmes in terms of the axiological approach, i.e. a sense of life, i.e. dominant value, that starts up an individual's motivation and dominant value sphere, needs and interests, directing his/her actions and deeds. The polycultural educational environment of humanitarian practices re-activate dominant values and ideals, moral, ethic and esthetic qualities of humans — education, personality, languages, genuine communication, achievements of cultures, science, literature and art. In this context the role of national public school education and educators, teachers and scientific educators, is of primary importance for the personality development training of the youth.

The programme of the study covers three stages: 1. Recurrent education of the teacher at Refresher Courses in the frameworks of additional professional programmes on "Linguistics and Foreign Language Methodology" devoted to the Knowledge Content, Pedagogy and Psychology; 2. Professional projects on ELT at school; 3. Presentation of the Projects in professional journals as *Prosveshcheniye*, *Sibirskii Uchitel*, etc. At present more than one thousand projects of ELT educators from the Novosibirsk Region are presented at seminars, conferences and journals [1; 5].

The Empirical Array of this research let the readers get to learn one of the professional projects of ELT, regional School no 5, Koltsovo. The effects of the study reflected on new scientific data on theoretical and practical understanding and cultivation of the value component of humanistic tutorial practices in the multilingual space of continuous training of teachers have been obtained.

The possibilities of the Comprehensive Model of cultural self-determination of the individual as a dominant value of tutor support are to be revealed. During the approbation of the Model of a foreign language teacher tutorials in the professional multicultural environment of the Region, the validity of the results of further implementation of the Model of personalized support for the teachers is proved statistically.

3. RESULTS

Humanitarian Innovation Activities. As one of the results of the teacher's continuous education in the frameworks of the Comprehensive Model, the professional project named "The usage of video facilities in English Language classroom and extracurricular activities in the innovative space of "Koltsovskaya School No. 5" that opens up a number of unique opportunities for both teachers and students in terms of mastering foreign language culture, especially in terms of forming socio-cultural competence as one of the components of professional communicative competence as a whole.

The video text as a current technology device has the advantage of combining various aspects of the act of speech interaction as a value. In addition to Knowledge Content and Communication, the video text reflects on visual information, the geographic place of the event, verbal and non-verbal behavior of all the participants of the learning process. The visuals help to comprehend and interpret both Knowledge Content and Communication context. Video materials provide the opportunities for critical analysis based on comparison of cultural realities and specifics of man's behavior of intercultural communication. Watching videos one can have a strong emotional impact on motivation and creativity.

The strategic goal of the project is to promote the formation of students' communication competence while using videos in English lessons. Project objectives cover several tasks to be solved in the educational spaces: a) increasing the level of motivation for learning, b) training via individual work, e) improving the quality of Knowledge Content and Communication skills.

Empirical array of the Project cover video materials used in the classroom: feature films and documentaries; cartoons; video recordings of TV news and various TV shows; music videos; video tours of various cities and museums around the world. Before the usage the teacher did a lot of preparatory work through Knowledge Content (KC), Pedagogy and Communication Technology files, i.e. the teacher has to adapt and interpret KC, to determine a number of exercises to be chosen, both productive and reproductive, to choose as many problem tasks for students to present a road-map trajectory for each of the participants of the learning process.

The current methodological routine is suggested by all Russian textbooks authors [7; 8; 9]. As is the case, working with the video text one has to follow three main stages described in the textbooks: 1. Pre-text stage. 2. The text stage. 3. The post-text stage. The purpose of the pre-text stage is to motivate students, formulate the task, neutralize possible difficulties in reading the text and prepare them for the successful completion of the task. The purpose of the text stage is further development the language skills, speaking skills and socio-cultural competence of students, taking into account their real opportunities for foreign language communication. To achieve the sufficient level of socio-cultural competence, students need to have KC on the countries of the language to be learned. However, it is even more important to teach them to make the most of the critical thinking skills while learning different cultures of the world, and to observe culture-specifics for finding positive culture patterns to be followed. The purpose of the post-text stage is to use the video text as a support for the development of productive skills in oral and written speech, i.e. it is a role-play game, based on the subject of the modified video text.

Thus, this is the methodology of culture self-determination of a personality as an educational strategy and in-

tellectual tactics of the learning process in the epoch of uncertainty and educational transformations [6].

4. CONCLUSION

In conclusion, the authors emphasize the importance of increasing the level of content technology of continuing education of a teacher, where Tutorials as a trend are designed for motivating the teachers to continuous learning and self-improvement, to master both language skills and professional communication via professional projects to establish an innovation educational environment in the classrooms and in the region.

The project and its results are to be presented both at school and regional seminars for foreign language teachers on the topic "Project activity in English lessons", as well as "Integration of English language competencies into engineering and technological subjects", "Information competence as a means of developing teacher potential" as it has been in our case.

The authors' findings on personification learning link with the relevance of the longitudinal research intended to meet the educators' interests, possibilities, and their motives for recurrent education based on personalized training strategy and tactics in the frameworks of In-Service professional programmes to provide culture creation mission of foreign language education and culture self-determination of a personality, both students and educators, in full.

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НОВОСТИ

НГУ сохранил свои позиции и занял шестое место в топ-10 российских вузов

В рейтинг «Три миссии университета», составленный агентством RAEX, в 2021 году вошли 1650 университетов из 97 стран мира. Россию в рейтинге представляет 112 вузов. НГУ сохранил свои позиции и занял шестое место в топ-10 российских вузов, уступив только столичным университетам.

Составители рейтинга отмечают, что в 2021 году повысилась востребованность публикаций российских ученых — цитируемость растет как в глобальном, так и в отечественном сегменте. Присутствие отечественных вузов на международных площадках онлайн-образования также значительно влияет на их положение среди университетов других стран. «Еще одним драйвером, позволившим многим российским вузам улучшить позиции в рейтинге, стали онлайн-курсы. Активное развитие в этом направлении привело к тому, что сегодня результат российских университетов на 43 % выше среднемирового», — говорится в сообщении агентства RAEX.

Напомним, что ранее НГУ вошел в число 250 лучших университетов мира по версии агентства QS World University Rankings, а также занял лидирующие позиции в пяти предметных областях среди ведущих вузов России рейтинга публикационной активности центра «Эксперт».

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