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MICROMODULAR APPROACH IN THE DISCOURSE OF BILINGUAL TRAINING FOR THE DISCIPLINE «FOREIGN LANGUAGE» IN THE TECHNICAL UNIVERSITY OF AGRARIAN PROFILE

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ABSTRACT

In the context of the present article the key provisions on the application of micro-modular approach in the discourse of bilingual training in the discipline «Foreign Language» for the purpose of teaching students of technical university of agrarian profile are being considered. Arguments in the defense for the appliance of the conceptual model of micro-modular foreign language teaching based on the principle of educational bilingualism are being provided as well. The advantages and disadvantages of this approach to teaching students are being highlighted and clearly defined, methodological recommendations to eliminate the shortcomings are being offered. As for the illustrations, the article under the consideration, provides the block of the diagrams and schemes for the training course in the discourse of the discipline «Foreign Language» in the space of a technical university, basing on the main principles of modular approach for the selection of the contents; also, flexibility, individuality principles are being considered, as well as bilingualism for the educational purposes. The article is intended for teachers, methodologists and researchers interested in innovative methods of teaching foreign languages in technical education.

KEYWORDS: Bilingual Training System, Educational Bilingualism, Micro-Modular Approach as A Concept, Foreign Language Discipline, Technical University, Agrarian Training Profile, Block Diagrams of The Educational Process, Individual Vector.

INTRODUCTION

The modern education in the discourse of the constantly changing globalized and digitalized environment requires from the future specialists in the technical field of activity, especially for the agrarian profile of training, not only the possession of the key scientific or practical knowledge apparatus within the contents of their specialty, but also the ability to conduct the intercultural communication in the professional sphere. In the existing context of the globalized world economy the constant and special attention is being paid to the process of training of the bilingual professional in the agrarian sector with the future-oriented goal – to obtain the specialist who is profound in his or her deep theoretical knowledge of his or her specialty not only in mother tongue, but also has the ability to produce texts of oral and written origin in the foreign language. In this context the proposed conceptual idea for the micromodular approach in terms of the selection and further structuring of the materials, provided for the students, is a very promising one in terms of being an excellent tool in terms of the traditional teaching technology replacement process.

THEORETICAL STATEMENTS OF THE RESEARCH UNDER CONSIDERATION

The concept for the model of micromodular approach to the selection and the further structuring of learning materials is by its own intrinsic nature a kind of the inner evolution of the principle of modular construction of learning contents, for the first time this term appeared in the United States in the 70-s, 80-s of the twentieth century and represented the subdivision of the course materials into complete thematic methodological units of educational information - modules (works of Postlewait S., Russell J.), and later on this experience was being analyzed and the same systems were created in the Ukraine (Professor A. Aleksyuk) and Lithuania (P. Jutseviacienė), on the basis of the practical experience the same projects were carried out first in the USSR and later on in the Russian Federation. It was a kind customary teaching method to structure the materials into certain portions of the thematic contents and under the term micromodular unit of information (MUI) one could mention not only the texts of educational purpose, but also audio, video materials, as well as the variety of case assignments to implement the ideas of problem-oriented approach to practical training of university students [5,6,7].

The conceptual idea of the bilingual education model was also developed and entered the world

due to the scientific works from the USA, but later on it was spread to all the countries where there is more than one official or so-called state language. More often, this is the reason why it is also the case of the following fact, that at the beginning all the students learn only one language (the state language), and as the level of education increases and comes to the professional level, they can switch to the learning process of a second or even third foreign language as the separate subject of study. By taking into the account the main principles of equality and parity of two or more language systems in relation to the mother tongue, which is the core principle of the science - comparativistics (a section of Linguistics) on the basis of which in its turn the selection of text units is being carried out. In the Russian Federation, bilingual programs are only making up their way in terms of the gaining popularity, for example, to teach Chinese students the Russian language, we use manuals written in Chinese, but these books explain the principles and rules of the Russian language functioning as an academic discipline through the mother tongue. [8,9] At present, there are many courses on a bilingual basis. Among the educational institutions of higher professional education that apply bilingualism, we can name universities of both non-linguistic and linguistic profile of training, the main difference lies in the target function of a foreign language, in the first case it is just a tool for the formation of the professional-oriented communicative competence, both in written and oral forms on the basis of the comparative analysis of language systems, and in the second - directly an independent discipline for study on a parallel basis with the first foreign language mastered earlier [10,11].

RESEARCH METHODS:

The key method of the research under the consideration comes as follows - the analysis of the available background for the problem, which found its application in the study of various documents related to the integration and subsequent implementation of the micromodular approach in the system of bilingual training for the mastering process of the discipline «Foreign Language» in technical universities, especially agrarian training profile.

The comparative analysis was chosen as the additional method of research, it was used to compare the effectiveness of training on the traditional technology and on the innovative concept for the implementation process of the micromodular approach in the bilingual program of study the discipline «Foreign Language» in a non-linguistic

higher education institution of technical profile of training.

As for the main means of analysis in the article the following ones were used: expert evaluations method and checking-out analysis system of the learning outcomes.

The study under consideration also applied the various statistical methods for the conduct of the received data analysis, such as the correlation analysis and t-test, to test the obtained results for the statistical significance.

The main part:

There were found out the following positive characteristic features of the learning process within the discourse of the integration of the micromodular approach for the structuring of the learning contents in the procedural model of the bilingual approach for the teaching students the discipline of general level «Foreign Language» within the technical university background in the agrarian profile:

- taking into the account the principle of individualization in the learning discourse due to the possibility of choosing the individual vector of the learning process based on the needs and level of the learners themselves;
- the adherence to the principles of feasibility and the progression in the course (there are key nodes -

blocks of error analysis, where you can go back and study everything more carefully, if necessary, while keeping up with your classmates);

- the possibility of on-the-job training, study in the main area of future job sphere, the possibility of performing the course projects and works via distance format.

Among the negative aspects of the integration of the micromodular learning content into the procedural discourse of the bilingual approach to teaching students of technical university in the agrarian profile of the general level discipline «Foreign Language» were found out the key ones:

- the prolonged adaptation process for the students to become accustomed to the unfamiliar format of training;
- the fear of falling behind their classmates and getting the unsatisfactory result on the final test;
- insufficient qualification level of teachers to work with micro-content on a bilingual basis.

The practical part of the study:

In the practical part of the study, in the format of this research article, the structural scheme of the learning model was being modified - texts are being presented on a bilingual basis (Figure 1). Figure 2 shows the fragment of the block diagram of modules and structural units for the whole course.

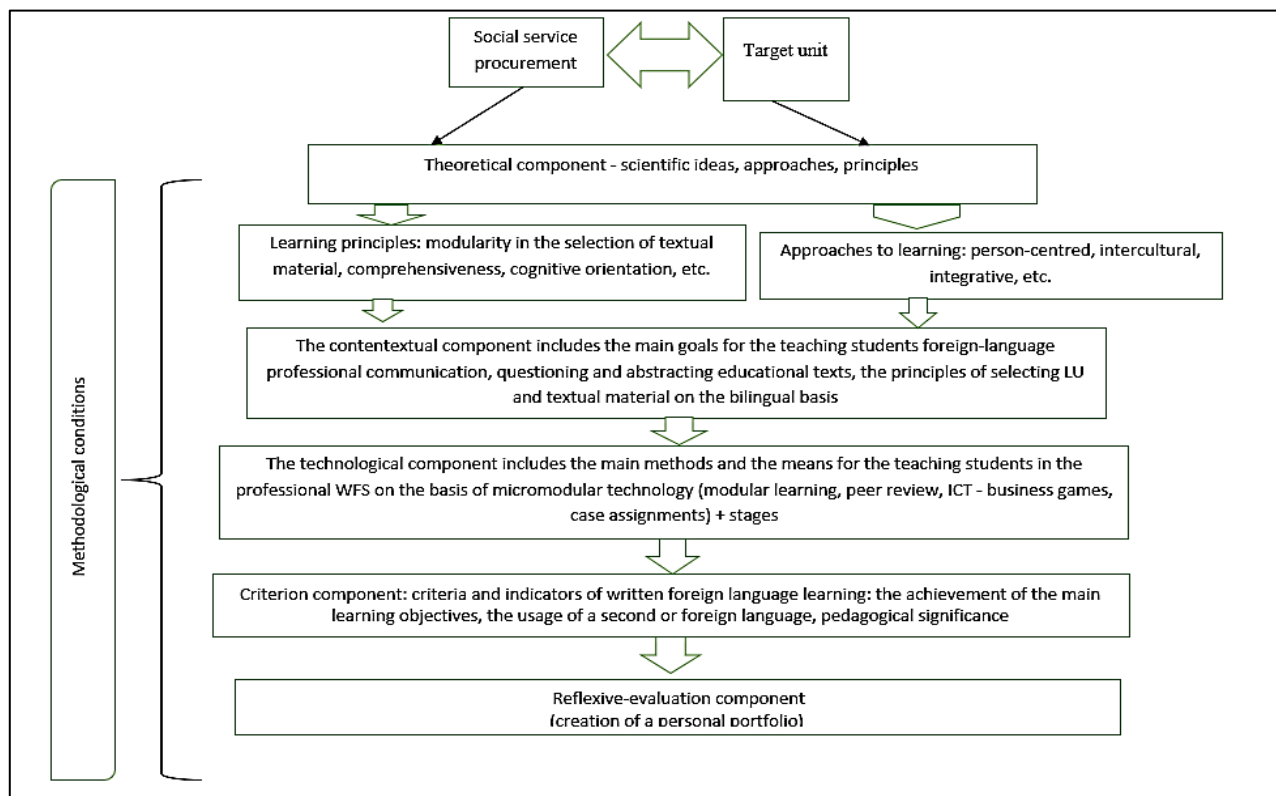


Figure 1: Model of teaching «Foreign Language» discipline on the bilingual basis with the help of micromodular approach

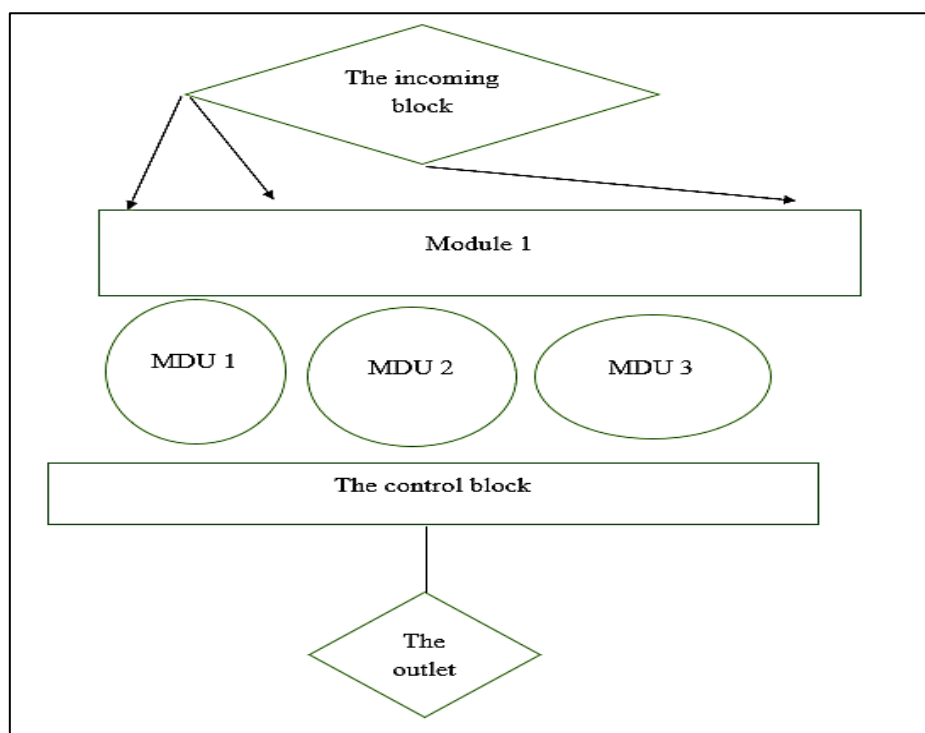


Figure 2 The block scheme example

Figure 3 shows us the training block-scheme that adapts to the course and the initial level of the study group.

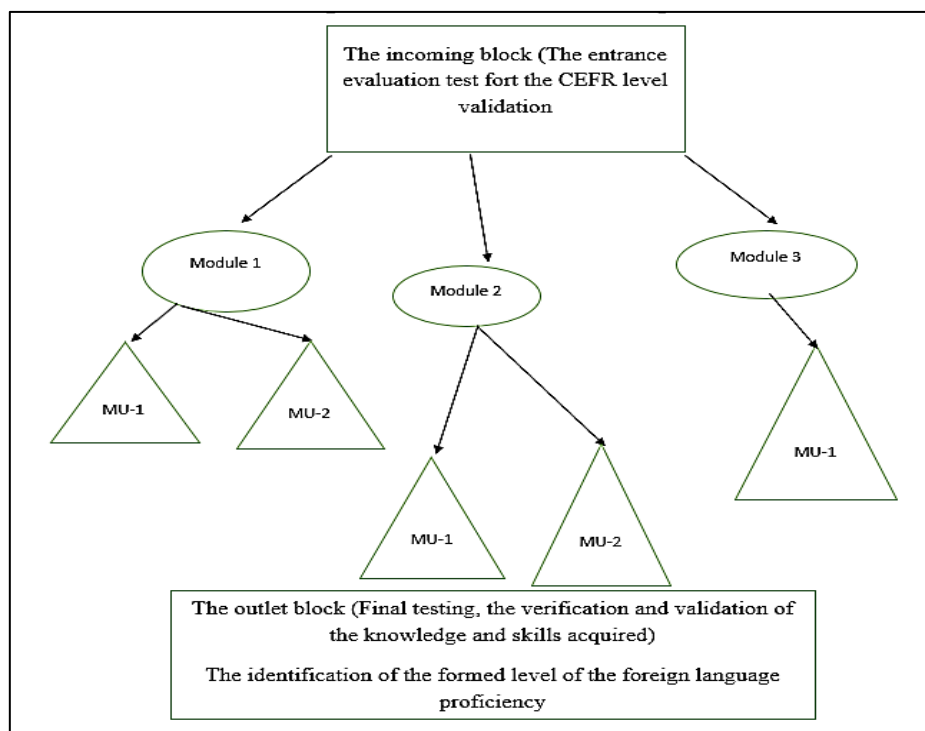


Figure No. 3 TTB-based FWS training model

Within the framework of courses in educational bilingualism (TTB) it is customary to distinguish two different models of the educational texts: the model 1, which represents two absolutely complete in meaning textual learning units in the native and

foreign languages, with the main rule that both texts represent the original [1] and the model 2, which represents two absolutely complete in meaning textual learning units in two foreign languages, related by language group, with the main rule also

being observed. The first model is applied in higher education institutions of non-linguistic training profile, the second - in linguistic universities [2,3, 4].

CONCLUSION

In the course of the research, the application of the micromodular approach technology in the process of bilingual training of students of the technical universities of the agrarian profile in the discipline «Foreign Language» was being considered. The results of the analysis conducted, showed that micromodularity promotes the deeper learning of the material, increases overall level rate of the students' motivation and allows the flexible adaptation conditions of the learning process to the needs of the students.

The use of the micromodules allows to implement the individualized approach, providing the opportunity for the independent work with the material at different levels of complexity and at the different speed. This is especially relevant within the context of bilingual education, where it is important

not only to master the language, but also to integrate it with the professional training.

Basing on the analysis conducted, we can conclude out that the micromodular system being implemented into the system of the bilingual training creates favourable conditions for the formation of competences necessary for the effective communication in a foreign language in the professional sphere. Further research in this area is being recommended in order to identify optimal methods and approaches that contribute to the improvement of the quality of education and training of highly qualified specialists which are able to function successfully in the international professional environment.

Thus, the introduction of micromodularity as the technological approach into the core basis of the system of bilingual training can be considered as one of the effective tools that contribute to the modern development of the educational process in technical universities of agrarian profile

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