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**RAISING QUALITY OF FOREIGN STUDENTS TRAINING
TO THEIR PROFESSIONAL ACTIVITY IN THE CONDITIONS
OF CURRENT INFORMATION ENVIRONMENT**

**(ПОВЫШЕНИЕ КАЧЕСТВА ПОДГОТОВКИ ИНОСТРАННЫХ
СТУДЕНТОВ К ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ
В УСЛОВИЯХ СОВРЕМЕННОЙ ИНФОРМАЦИОННОЙ СРЕДЫ)**

Dynamics of changes taking place both in Ukraine and all over the world in political, national, cultural, economic and social aspects dramatically influences our national educational system, including higher education. At present, activation of international relations in the field of training qualified specialists for foreign countries is of the most immediate interest. Modern companies and businesses are the main ordering customers of highly skilled professionals – graduates of higher educational establishments. Modern foreign students, future specialists will work at the uniform intellectual standard.

Consequently, raising quality of foreign specialists' training for their countries under informatization of the society is one of the most important directions of Ukrainian higher educational establishments' work. The success of educational process largely depends on teaching methods. Objective needs of the society stipulate urgency of the issue concerning the implementation of the developing and learner-centered methods, and technologies of foreign students' training. The essence of teaching methods is considered as an integral system of techniques ensuring pedagogically reasonable organization of learning process in complex. Traditionally they are subdivided to:

1. Passive teaching methods: students are the “objects” of the process.
2. Active teaching methods: students are the “subjects” of the process. They perform creative tasks. The main techniques are creative tasks, “teacher-student” and “student-teacher” conversations, etc.
3. Interactive teaching methods presuppose collective training collaboratively, when both a teacher and a student are the subjects of educational process.

In training foreign students, informational methods, namely interactive teaching methods, are challenging alongside with the use of traditional and modern information technologies and techniques.

Traditional philosophy of education based on the direct communication among the teacher and the student is currently amplified with communicative technologies characteristic for the informatization of education. The purpose of both traditional and interactive education in higher school is to master competences, which allow to realize knowledge, skills and habits for the solution of specific life problems.

According to practical experience and a number of researches, the tendencies in education develop towards the blended learning that means reconciliation of formal teaching methods – classwork, acquisition of theoretical material – with informal ones, e.g. discussing problems by means of e-mail, chats, social networks, internet-conferences, etc. Various types of computer communication determine intensity of the teaching process.

Modern technologies do not deny classic methods of teaching, but add powerful toolkit to use them more effectively. All students have the possibility to be both passive lookers-on, and actively work at the material. Application of multi-media and interactive technologies, Internet resources in class makes the material under study more available, which can be presented more effectively. Complex terms and concepts can be explained more demonstrably. It is possible to save time at the stages of preparation to class and during it. Foreign students can simultaneously acquire the material both aurally and visually that helps them to memorize the material better. At this the reciprocity of the teacher and students change: the task of the teacher is to create conditions for the initiative, and then students' activity increases. Emotional contacts between the students help them feel mutual understanding and own success. The most effective in work with foreign students are “brain storming”, role and business games, discussions and debates, cooperative learning, project activity, etc.

So, the use of contemporary information technologies during the professional training of foreign specialists create the premises for the intensification of educational process. It allows to implement the complex of methodical, didactic, psychological and pedagogical principles, and gives the right to take into account individual rate of progress of each student personally. It will make the learning process deeper, more interesting and creative.

In this case one of the most actual tasks is to create electronic textbooks (ET) for the provision of various learning activities.

Thus, the chair of foreign languages set the challenge to elaborate electronic resource book to learn Russian language at the initial stage, and organization of independent work for the development of such types of language activity as writing, reading and speaking by means of modern networking technologies.

Electronic resource book was created with the use of Internet technologies in the form of static educational Web-site with animated illustrations and elements of technical interactivity.

The resource book “Let’s learn to talk Russian” is predetermined for the organization of day-time and correspondence mode of learning of foreign students, starting intensive learning of Russian language. It can work as one of inherent elements for distance learning in the process of learning Russian language by foreign students.



Fig. 1 – Top Web-page of the e-book

A student’s communication with the computer is realized through very convenient interface that allows to make the process of teaching Russian as a foreign language more impressive and effective.

The teaching material in the e-textbook is strictly planned and contains 19 lessons.

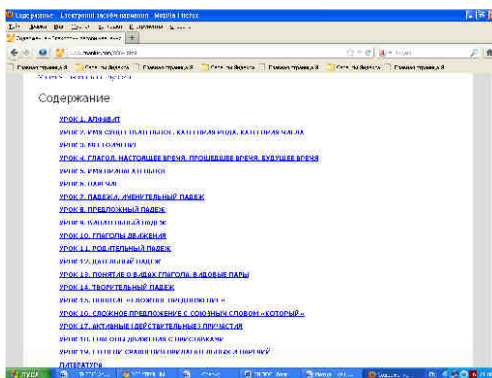


Fig. 2 – Web-pages of the themes of e-book

As the resource book is to be used at the initial stage of learning Russian language by foreign citizens, it includes the most widely used material of all levels of a language system.

Theoretical material is structured by the topics and sub-themes. Each lesson contains informational and grammatical material presented in the form of tables and schemes.

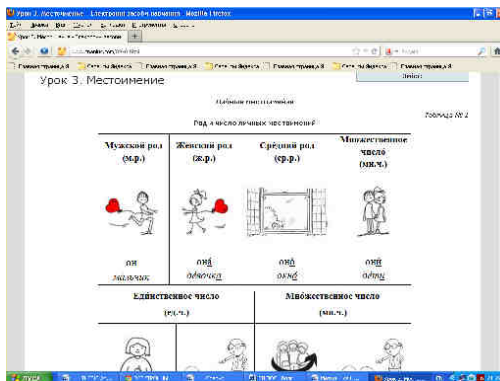


Fig. 3 – Web-pages of the sub-themes of the e-book

Theoretical information and practical tasks in each of the themes are presented fractionally, step by step, that provides the formation of communicative, verbal and lingual competences in the aggregate. The tasks are performed in the training mode, and control testing.

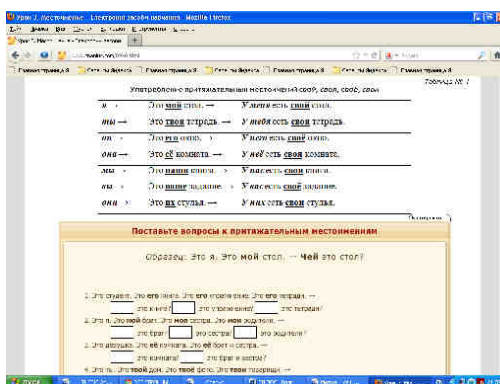


Fig. 4 – Web-page of grammar material with the tasks from e-book

The preliminary version of the resource-book was created in the medium of MS word text editor. The text of the book is thoroughly edited. Finally edited text is transformed to hypertext (HTML format). HTML-type electronic and methodical materials allow working with this source-book in different browsers.

For the formation and reinforcement of grammar skills and knowledge the e-book suggests a large number of practical tasks for self-study, presented in the form of flash-animation.

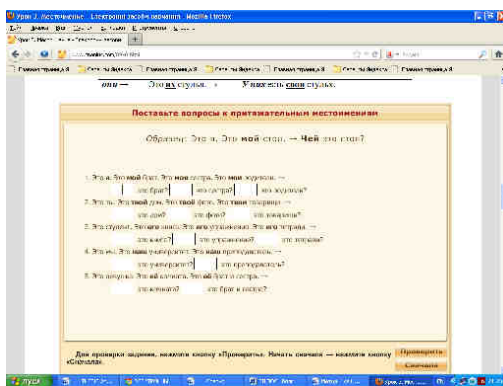


Fig. 5 – Web-page with the tasks in e-book

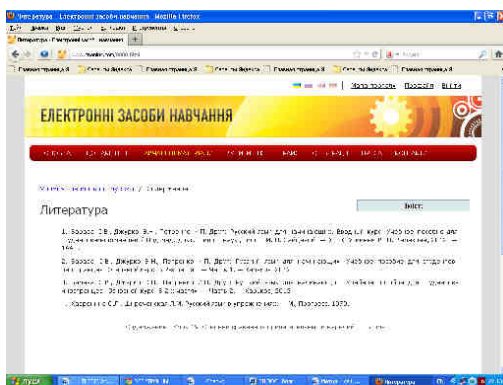


Fig. 6 – E-book web-page with literature

Modern technologies do not deny classical methods of learning but add a strong toolkit for their more effective application. The students have the possibility to work at the material actively but not to be passive

observers only. The application of multimedia, smart technologies, Internet resources during classes helps present the material more effectively, more demonstrably explain the material both aurally and visually that stimulates students' memories. Thus the interaction between the teacher and students changes: the task of the teacher is to create the conditions for the initiative, students' activity grows. The students establish emotional contacts which help them feel successful. "Brain storming", role and business games, discussions and debates, "cooperative learning", project activity, etc. are the most effective in the work with foreign students.

So, the use of modern information technologies in the process of professional training of foreign specialists creates the background for the intensification of learning process, allows realizing the complex of methodical, didactic and psychological-pedagogic principles, gives the right to take into account individual speed of each student's work, and will make the process of learning deeper, more interesting and creative.

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ВИКОРИСТАННЯ МЕТОДУ ПРОБЛЕМНОГО НАВЧАННЯ ПІД ЧАС ВИКЛАДАННЯ ПРОФЕСІЙНО ОРІЄНТОВАНИХ ДИСЦИПЛІН

Сьогодні в умовах глобалізації різко посилилася конкуренція у сфері освітніх послуг. Зазначені зміни зумовили пошуки більш ефективної освітньої політики і спонукали розпочати перехід до гнучких високотехнологічних освітніх систем на основі застосування сучасних інформаційно-комунікаційних технологій.

Ефективність навчального процесу пов'язана з тим, наскільки висока мотивація навчальної діяльності та оволодіння майбутньою професією у студентів.

Нами було проведено опитування серед студентів 3-5 курсів з метою отримання пропозицій щодо підвищення мотивації. На першому місці стояло створення ефективної системи працевлаштування, на другому – підвищення якості викладання, далі - можливість виключення підсумкового контролю для успішних студентів та наявність матеріального стимулювання (стипендії, премії).