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Н. А. Слепых, А. В. Киселева
N. A. Slepых, A. V. Kiseleva

ФГБОУ ВО «Уральский государственный архитектурно-художественный университет», Екатеринбург

Ural State University of Architecture and Art, Ekaterinburg
slepыхnadya@inbox.ru, kav.7311@mail.ru

ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА БУДУЩИМ ДИЗАЙНЕРАМ ЧЕРЕЗ СИСТЕМУ СМЕШАННОГО ОБУЧЕНИЯ (BLENDED LEARNING)

PECULIARITIES OF TEACHING A FOREIGN LANGUAGE TO FUTURE DESIGNERS USING A BLENDED LEARNING SYSTEM

Аннотация. В статье анализируется потенциал и возможности метода смешанного обучения как дидактического средства преподавания иностранного языка будущим дизайнерам. Авторы представили различные формы использования blended learning в практике преподавания в архитектурно-художественном вузе. Особое внимание уделено вопросу о важной роли иностранного языка для студентов-дизайнеров как доступного средства общения и обогащения опыта профессиональной подготовки.

Abstract. In the article there is an attempt to analyze potential and possibilities of a blended learning method as a didactic means of teaching foreign languages to future designers. There is information about different forms of using a blended method in practice of training students at a higher educational institution of architecture and art. Special attention is paid to an important role of foreign languages for students of design as an available means of communication and gaining new experience in their professional training.

Ключевые слова: смешанное обучение, подготовка дизайнеров, иностранный язык, научно-методический комплекс.

Keywords: blended education, training of designers, foreign language, scientific and methodological complex.

Economical stability and welfare of developed countries greatly depend on a high degree of proficiency of their specialists. In such a context it is topical to include designers in a process of industrial products production at the stage of designing, expert evaluation, predicting trends, delivering and so on. Taking into account necessity of such type of training more than 30 corresponding departments at state and private higher educational institutions were introduced in Russia during the last decade. They are a basis for future designers' education. But having analyzed practical activity at those departments it is possible to say that they may

lack proper material and technical resources as well as methodological support that tells on teaching foreign languages. Even at educational establishments having long lasting experience in training specialists in design there are some problems requiring scientific solution.

Under the influence of recent changes in society the situation in teaching foreign languages for students of design has considerably changed. We can say that ranking of the discipline "foreign language" has raised. The fact that institutions of higher education are engaged in training their students to be able to communicate in different professional spheres using their knowledge of foreign languages requires solution of problems dealing with improvement of teaching process at a design department in accordance with the present day needs.

For successful future career in design and professional world - wide contacts specialists should possess certain skills and abilities in communication using a foreign language. They should be well aware of both national cultural peculiarities of a target audience and cross-cultural differences.

The main goal of teaching foreign languages for future designers is first and foremost development of their professionally oriented communicative competence. And the main role is played by simulation activity with the use of a foreign language in situations imitating professional ones. So, in this case, combination of activity approach and communicative one is realized by means of a blended learning system. Its final goal should give future designers an idea about their professional activity (subject matter) and foster their desire to study foreign languages (motivation), as well as facilitate understanding the fact that knowledge of foreign languages is a basis of their competitiveness (awareness of activity) [2].

Blended learning is an educational technology that combines traditional teaching (the so called "face to face" one with a teacher being present) and some elements of a remote technology (on line teaching). Combination of those two above mentioned elements implies their equal importance in educational process. It should be noted that blended learning involves a great deal of students' independent work and their participation in setting individual educational trajectory [3].

Some examples of blended learning are e-learning courses, practical education, project work, job rotations, e-books, mobile learning, coaching, podcasts, face-to-face courses, on-site training, games and simulations, formal education with certification and many other ones.

One of the most serious problems in professional training of future designers in terms of foreign languages in the blended learning system is the problem of thesaurus, topics, subject matter in their connection with students' major. On the authority of some specialists it is necessary to incorporate material connected with future profession for reading, listening and oral comprehension from the early stages of teaching foreign languages. It will let students to learn terminology of their major from the very beginning [5].

There are typical models of blended learning that can be used as the basis. Thus, in the model "Face-to-Face Driver" a lot of syllabus material is covered in cooperation of a teacher with students and e-learning is an additional element to the main course. Rotations model combines alternation of teaching methods in the course of learning syllabus material. This model implies division of instruction time between individual web-based learning and class room one with a teacher being present who also provides students remote assistance in the process of e-learning. The Flipped Classroom model suggests having an approved timetable of intramural form of study including project -based learning, prevailing usage of web-based one with a certain teacher's guidance, possibility to choose a site of e-learning for organization of self-directed learning activity [1].

Under conditions of limited academic classes for studying foreign languages actual improvement of design students' knowledge and skills is achieved at the expense of development and implementation of teaching methods that take into account actual requirements of students to be used in their future professional activity. On their basis structural course model is created, content is selected, fundamental principles of teacher-student interaction are defined, subject-matter and forms of formative and summative assessment are developed. Com-

posing a course model it is necessary to take into consideration such parameters as variability, consistency, intrasubject and interdisciplinary relationships.

Other training aids, audio and visual materials, computers and use of technical teaching aids give a possibility to simulate foreign environment to stimulate communication in a foreign language.

Multimedia software can be used both in a classroom and at home. Blended learning as complex usage of technical teaching aids helps to transfer from learning activity to fulfillment of individual creative tasks within the framework of themes determined by teaching methods. Among the tasks thematic conferences, holidays, contests, reports for a students' scientific conference, essays and projects fit into this group. Everything mentioned above considerably improves the level of language proficiency as well as self-motivation [6].

Learning foreign languages in terms of future profession implies the following aspect: future specialists in design as members of our society fulfill not only professional but social roles and tasks. Such an act is a form of purposeful interaction of a person with wide social surrounding. It means that teaching foreign languages should be based activity-related approach. Its main feature is laying the groundwork for development and self-enhancement of students' personality, creation of a proper level of their foreign language communicative competence on the basis of a dialogue and interaction through self-understanding, self-management and personal fulfillment [4].

Blended learning imposes higher requirements to non-directive roles of a teacher. They are the roles of a consultant, facilitator, partner and connector. Their aim is formation of a joint subject and realization of the principle of communicative teaching. Students are involved in solution of problems dealing with choice of forms and kinds of speech and curriculum topics. They are taught to be responsible for the results of their activity.

New attitude to the aim of learning foreign languages at higher educational institutions is determined by incorporation of Russia into European and world educational environment. And first of all the status of the discipline "Foreign language" has been changed in terms of its cultural function, as language is not only a source of communicative activity but a means of cognition, formation and transmission of thoughts, as well as a tool meeting all requirements of an educated person.

By this means the main aim of learning foreign languages by students of an institution of architecture and art is foreign language competence, and a desirable result is usage of foreign languages as an accessible means of communication and enhancement of professional training experience.

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