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**Н. Бочоришвили, Н. Ломсадзе, И. Бочоришвили**

**N. Bochorishvili, N. Lomsadze, I. Bochorishvili**

*Грузинский технический университет, Тбилиси, Грузия*

*Georgian Technical University, Tbilisi, Georgia*

**ninobochko88@yahoo.com**

**РАЗЛИЧНЫЕ МЕТОДЫ И ПОДХОДЫ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ  
(НА ОСНОВЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ) И ЗНАЧИМОСТЬ  
ИНФОРМАЦИОННЫХ И КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ  
В XXI ВЕКЕ**

**DIFFERENT METHODS AND APPROACHES OF THE EDUCATIONAL PROCESS  
(BASED ON FOREIGN LANGUAGE TEACHING) AND THE IMPORTANCE  
OF INFORMATIONAL AND COMMUNICATIONAL TECHNOLOGY  
IN XXI CENTURY**

**Аннотация.** Объективной потребностью современного общества является поиск оптимальных путей организации учебно-воспитательного процесса, рациональных вариантов содержания обучения и его структуры. Без сомнений, важная проблема современного образования – переориентация и трансформация целей обучения иностранному языку, а также содержания обучения. Одним из наиболее значительных достижений последнего десятилетия является создание международной сети, что значительно повлияло на образовательный процесс. Внедрение и использование киберпространства стало совершенно новым направлением в дидактике. В то же время изменения, которые были реализованы или находятся в процессе реализации, влияют на все аспекты образовательного процесса, начиная с методов обучения и заканчивая требованиями к академическому уровню студентов и преподавателей. В статье рассмотрены некоторые проблемы и специфика учебного процесса в XXI веке.

**Abstract.** The objective demand of modern society is the search for optimal ways of organization of the educational process, also the rational choice of teaching content and its essential structure. Without a doubt, the most important problem in modern education is the «reorientation» and transformation of the objectives of foreign language teaching and learning content. One of the most significant achievements of the last decade is the creation of an international network, which greatly influenced the educational process. Implementation and use of cyber space has become an entirely new direction in the didactics. At the same time, the changes that have been implemented or are in the process changes affect all aspects of the educational process, starting with teaching methods and ending with the requirements of the academic level of students and teachers. The article deals with certain problems and specifics of the educational process.

**Ключевые слова:** учебно-воспитательный процесс, обучение иностранному языку, киберпространство.

**Keywords:** educational process, teaching a foreign language, cyberspace.

One of the important aspects of teaching English is the content analysis of our students' needs – why they are learning and their interests – motivation. Learners who are highly motivated and want to learn English are more likely to succeed. Many students want to learn a language because it can help them achieve practical things such as finding a job. Also it could be the interest in the target language culture [1]. They may live in a country or family or go to a school where learning a foreign language is highly valued and much encouraged. This helps us to realize the importance of the foreign language and gives us emotional support as we learn. People who live in a country where people can't see the point of learning a foreign language may have little motivation to learn a foreign language. One more reason could be the fact that they may have friends, boy or girlfriends, business partners, etc. who speak another language. They want to develop their relationship with them. This is a strong motivation to learn a language. Learners may differ in their motivations, some may have strong motivation, other learners' motivation may vary, have lower motivation. There are also learners, who are unmotivated, who have no motivation at all, they are de-motivated, For example they could have lost their motivation. However, motivation can change, too. A learner may, for example, be quite uninterested in learning a particular language, then meet a teacher, who helps them love learning the language. Motivation can change with age, too, with some factors becoming more or less important as learners get older. Mostly for this reason there are so many different approaches to teaching. The choice of methods depends on the purpose and also the teacher's view on what language is made up of, how languages are learnt and what classroom activities work effectively while learning English [3, p. 98].

When teaching a language, there are different ways or systems teachers can use, each based on a belief or a theory about the best way of teaching a language. Teachers choose a method, which fits in with the beliefs they have about language learning and teaching. For example, teachers who believe that learners should be able to communicate in the language they are learning choose methods which include speaking and listening activities. There are many different methods used for English language teaching. For instance: communicative approach, guided discovery, structural approach, lexical approach, presentation, practice, production (PPP), test teach-test, task-based learning and so on [4, p. 31].

It is difficult to say that one approach is better than another. The choice depends on who your learners are and what your teaching conditions are. There should be considered learners' age, level of English, motivation, expectations and of course the previous learning experience. Moreover the aims of the course learners are on, what resources are available to the classroom, class size and number of hours of English in the course. Some teachers select an eclectic approach, which uses classroom practices from a variety of methods [5]. This can be a successful approach, but it needs to be used carefully. It is important to mix techniques in a way which is coherent, so that all activities develop well. Each approach or method has an articulated theoretical orientation and a collection of strategies and learning activities designed to reach the specified goals and achieve the learning outcomes of the teaching and learning processes.

The changes the teacher must bring about in his students may be divided as practical – students acquire habits and skills in using a foreign language, educational – they develop their

mental abilities and intelligence in the process of learning the foreign language and cultural – students extend their knowledge of the world in which they live [3, 6].

Our most important job as a teacher is perhaps to create the conditions in which learning can take place. Above-mentioned aspects lead us to the importance and necessity of skills of creating and managing a successful class may be the key to the whole success of a course. An important part of this is to do with our attitude, intentions and personality and your relationships with the learners, so to sum up efficient use «human, physical and time» aspects of the lesson. However, certain organizational skills and techniques are also required. Such items are often grouped together under the heading of «classroom management».

Classroom management refers to the process of setting up and maintaining a positive learning environment. Nevertheless, it is also the most serious obstacle in promoting effective teaching and is closely linked to issues of motivation, discipline and respect and directly is connected to student academic achievement, teacher efficiency and student behavior [4].

Effective classroom management will increase instructional and learning time, students' achievement as it allows students to become active participants in their educational outcome. Key concepts in their effective classroom management are lesson planning and organization, structured class time, clear expectations, student engagement, motivation and interest [2, p. 205].

STT is the most popular and useful techniques of effective management. Key concept of interactive classes is using student centered learning time. Using choral responses, closed-ended and open-ended questioning, and full class interaction student initiated questioning, group, pair and individual work, self-accessing. Teacher should use more pair and group work activities, give, good, instructions, elicit and ask thought provoking questions. Moreover, use different kind of activities, games and technology. Visual aids like re-alia, models, photographs, charts, transparencies, slideshows, video clips, and multimedia are important as well [2, p. 188].

With the development of informational and communication technology world is becoming much smaller, so that connection between two subjects in different parts of the world is established within a few seconds. Digitalization shall undoubtedly be confirmed as one of all-present generic trends, which to a large extent brought forth appearance of the rest of them. Initially pedagogy of the 21 century tried to use technology for organizational purposes of the learning process and was believed would transform and support so called «massive» learning process. Over time, the meaning of the term was reconstructed. Nowadays the use of technology in the learning process implies not only the usage of TV, radio, video, computer, etc, it involves the construction of the learning process itself, specifically the formation of the result oriented learning goals in accordance with the objectives set, the preparation of teaching materials and the organization of classroom management; moreover, evaluation of the mid- and final results of the learning process and if necessary, adjustment of the teaching process.

Nowadays new products are created on the informational market, which are essential features of the economical development and significant factor of our social life [1]. The informational marketing is the foundation and basis of the e-society and led countries and governments to the integration in the global world network. With the help of informational marketing new ways of informational products are implemented that offer the variety of options to audience (customers), considering their needs and demands. Personal relationships were the main source of the information retrieval before the global informational system was established. The development and usage of the modern informational and communicational Technology (ICT (ICTS)) has now become the main factor and precondition for progress in any fields. However, it also affects all public relations as well as the process of creation of the new so-called E- society. Without ICT nowa-

days, it is incredible to achieve in any country worldwide any goals or develop any field of society. Computer Assisted Language Learning expands the ability of learning for individual student and the use of different software programs assists students to learn foreign language more easily by contributing visualization with multimedia technologies.

The introduction and the use of cyber space has become totally new direction in Didactics. At the same time amendments that have been implemented or are being implemented affected and changed in all aspects the educational process, starting from teaching methods and finishing with the demands for academic level of students or even teachers. Nevertheless, as teachers we should be ready and open to implement any kind of innovations that would rise the effectiveness of teaching-learning process (feedback).

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**А. А. Гареев**

**A. A. Gareyev**

*ФБГОУ ВО «Ижевский государственный  
технический университет имени М. Т. Калашникова», Ижевск  
Kalashnikov Izhevsk State Technical University, Izhevsk  
andrei.gareeff@yandex.ru*

## **КРИТЕРИИ ОЦЕНКИ БЛОГОВ В РАМКАХ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ BLOG ASSESSMENT CRITERIA WITHIN STUDENTS' SELF-DIRECTED LEARNING**

**Аннотация.** Обозначены критерии оценки блогов в рамках процесса формирования профессиональной иноязычной компетенции, умения работы с аутентичной иноязычной информацией в Интернете и навыков самообучения.

**Abstract.** The article describes the criteria for assessing blogs within the process of the formation of professional language competence, foreign language information processing skills and self-learning skills.