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Assessment of the effectiveness of using humanitarian technologies in contextual teaching at a marine technical university

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Abstract

The article considers the specifics and conditions of effectiveness of using humanitarian technologies in contextual teaching of a foreign language at a marine technical university as a basis for the formation of a non-stereotypical vision of ways to humanize education. The expediency of using this innovation by teachers in modern conditions, the reasons for its emergence, and the foundations of its application in contextual teaching of a foreign language at a marine technical university are shown. The main most effective technologies for this purpose and the specifics of the forms of work are presented. It is concluded that the use of humanitarian technologies in the contextual training of future marine specialists is possible, it is rather effective and creates the necessary prerequisites for the further formation of humanitarian thinking – the most important component of education at a marine technical university.

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Keywords

Humanitarian technologies, humanitarization of education, formation and development of personality, humanitarian environment, humanistic values.

Introduction

The strategic line of modern education development is its humanization. Today, the ideas of humanization are part of Russia's state policy in education; they have become a priority in science and are expected to make a significant contribution to the implementation of the national project "Education" (2019–2024).

The development of humanistic trends in education is directly associated with the humanitarian paradigm, the formation of a humanitarian thinking style among the participants in the educational process. The problem of the humanization of education has become an actual trend in higher technical education [Verbitsky, 1991]. Nowadays, not only humanitarization but also the possibilities of integrating engineering education and the humanities are considered the means of its humanization. It should be noted that the humanitarization of education can occur in two ways: an extensive way – in the logic of an academic subject and an intensive way – in the logic of the educational process based on the development of the humanistic style of relations at the university, the humanitarian quality of a future engineer, its educational environment, the development of humanistic values [Senko, 2000; Khadikova, 2014].

In connection with the above, they currently search for technologies, means, and forms of organization and implementation, as well as the development of subject-subject relations. Humanitarian technologies are distinguished as one of the types of modern educational technologies. Modern scientific knowledge sees humanitarian technologies as a kind of social technology based on the practical use of knowledge about a man in order to create conditions for free and comprehensive personality development [Big Explanatory Sociological Dictionary, 2021]. According to Shchedrovitsky, a technology of organizing a mental activity and its regulation is becoming a humanitarian technology in the field of education. This is the technology of decision-making and reflection (conflict of ideas and conflict resolution, conscious planning and implementation of activities, analytics and reflection of activities and thinking, awareness of oneself as a doer and personality, individuality [Grigorieva-Golubeva, Silina, Surinova, 2020b; Kolesnikova, 2002; Kunitsyna, Kazarinova, Pogolsha, 2001; Shchedrovitsky, 1999].

Thus, education at a marine technical university can be considered as a sphere of social and humanitarian creativity, where the formation of a person, an individual takes place, as a system of humanitarian technologies that serves a person's entry into the modern world and determines the demand in all spheres of life.

Materials and Methods

The search for effective ways of organizing foreign language teaching at a technical university made it possible to analyze the current state of innovative humanitarian technologies in educational reality, since the strengthening of humanitarization presupposes an increase in the effectiveness of the educational process based on knowledge of students' characteristics, which implies the analysis of interests, needs, motives, i.e. humanitarian knowledge about their personality [Robotova, 2008; Rozov, 1993].

Such humanitarian technologies as a web quest, case method, event analysis, foresight technologies, cognitive mapping, game technologies, connected learning, blended learning, and the others are the most effective and popular ones among students [Antonova, 2019; Kolesnikova, 2002].

Communicative, audiolingual technologies, OSMTeaching, Effecta System, storytelling, Content

Language Integrated Learning (CLIL), Flipped Classroom, English Table, and even emergent language – dogme (Scott Thornbury) are popular among language teachers. These technologies entail the rejection of all existing educational materials and imply the work with topics arising during the discussion and proposed by the participants [Antonova, 2019; Grigorieva-Golubeva, Silina, Surinova, 2020b].

A technology of "fading help" or scaffolding, which is understood as a special type of interaction between teachers and students in solving learning tasks, is often cited as an example of a humanitarian technology used in foreign language teaching. "Fading help" from a teacher at the beginning of training can be regular and meaningful, and by the end of the training course, it is significantly reduced or there is no help at all [Bebeshko, 2016].

In the light of improving the training of a future marine specialist, the problem of harmonious speech behavior, the development of the student's linguistic personality becomes important. Interest in this topic is caused by the observed discrepancy between the value system determined by the humanistic educational paradigm and modern educational realities [Grigorieva-Golubeva, 2001].

Results

In this study, the authors relied on the author's technology for the development of the language personality of a future specialist [Grigorieva-Golubeva, 2002]. This technology is based on the concept of the development of linguistic personality of a future specialist: the use of three stages of the development of linguistic personality – linguistic intuition, linguistic education, linguistic consciousness (philological culture) – and a humanitarian technology for the development of linguistic personality of future marine engineers [Grigorieva-Golubeva, 2020a].

The experiment program provided for the organization of both theoretical and independent practical work of students, which made it possible to implement the solution of the main learning tasks through this technology.

Each practical lesson ended with a general analysis of the speeches, in which both students and the teacher participated, an analysis of the students' speech was carried out (rating and auto-rating). The students' activity was achieved through the organization of educational cooperation, which contributed to the creation of a certain atmosphere at the lesson: an atmosphere of discussion, dispute, reasoning, evidence, joint search for truth.

During the experiment, the authors used modern digital tools for teaching a foreign language – multimedia activities with the use of various software systems and assessment of verbal, implicit, and non-verbal means of communication [Khilchenko, 2013; Genova, 2019]. This gave students the opportunity to independently monitor the development of their speech skills, which contributed to an increase in the level of self-assessment of the development of their linguistic personality. All the learning opportunities used by the authors are flexible and have the potential for filling the communicative potential of an individual, the development of linguistic personality of a future specialist, since they require from the agents involved in education those qualities that underlie communicative competence (empathy, congruence, reflection, tolerance, active approach, benevolence, emotional stability), which means they develop a complex of humanistic values in future marine specialists.

The humanitarian technology for the development of the linguistic personality of a future specialist aims to help students develop an analytically conscious approach to the application of the knowledge gained. The necessary components of the speech practice of future marine engineers include the ability

to create symmetrical types of role-playing situations; the ability to agree with the opponent's arguments in order to eliminate verbal aggression in a communicative conflict; they learn to develop positive feelings, block negative ones, use the resources of a harmonizing dialogue. The development of the linguistic personality of a future marine engineer helps the formation of the following generalized skills: orientation in a communication situation, including awareness of one's communicative task; scheduling message content; formulating one's own thoughts and understanding other people's thoughts; self-control over speech, its perception by the interlocutor, as well as the understanding of the partner's speech [Grigorieva-Golubeva, 2001].

Discussion

The verification of the developed humanitarian technology was carried out through a natural experiment during training at the St. Petersburg State Marine Technical University. The approbation and study of possibilities of the humanitarian technology for the development of linguistic personality of a future marine specialist took place during the 2018–2020 academic years among 1st-2nd year students at the Faculty of Natural Science and Humanities Education in the following groups: Control Group (CG) (training according to a model curriculum), Experimental Group 1 (EG-1) (teaching a foreign language through “scaffolding” humanitarian technology) and Experimental Group 2 (EG-2) (teaching a foreign language through the author's humanitarian technology for the development of language personality of a future marine specialist).

A comparative analysis of the final assessment data was carried out for each component that constitutes the concept of the linguistic personality of a future marine specialist (the results were obtained in the analysis of students' communicative and social competence – V.N. Kunitsyna's method) [Kunitsyna, Kazarinova, Pogolsha, 2001]. It is necessary to note the higher ability of EG-2 students to manage their emotional state, their ability to make a good impression and show affection to others. According to the control experiment results, the development of the linguistic personality of EG-2 students through the author's humanitarian technology gave tangible results, the highest value of the overall average score exceeds the overall estimate of EG-1 and CG students.

The generalization of the results obtained allowed stating that communication values, so fully demanded in modern society, the ability of future specialists to talk with their colleagues, different in abilities, habits, beliefs, mental development, gender, age; the ability to establish contact with them, the ability to listen and hear, ask and answer – the basis for the interaction of future marine engineers – have been sufficiently developed through the use of pedagogical technology for the development of their linguistic personality. As a result of training through this technology, the linguistic personality of future specialists can perform its main functions: system-forming, goal-setting and cultural-educational ones.

Conclusions

The presented results showed that training in EG-1 and EG-2 through the described humanistic technologies led to the improvement of the humanistic value orientation of students' personality (the results were obtained when analyzing the ego state of students – D. Jongeward's method, the degree of assertive behavior – M. Smith's method) [Grigorieva-Golubeva, 2001]. According to transforming experiment results, students are characterized by the position of an adult (28.75%), suggesting the advancement of an interaction program. Such a position in communication speaks of a reasonable approach, orientation towards a partner, politeness, benevolence, restrained correctness, and stability.

In the groups, the ego-state of a self-expressing child was significantly harmonized (EG-2 – 26%, EG-1 – 23% versus 16% in the CG). This makes it possible to characterize the ego-state of tested groups EG-2 and EG-1 as a state of easy-going personality. A greater degree of assertive behavior was also revealed (73% and 54%, respectively) in comparison with students from the CG (30%). This means that students trained through humanitarian technologies have learned to confidently defend their rights, without infringing upon other people's rights, they can be aware of and are able to express their feelings, desires, and opinions, while they feel comfortable communicating with others. It can be said that future marine specialists have mastered the soft skills that are so much in demand today.

These results allow drawing attention to the fact that humanity in the described conditions was not formed in a compulsory or volitional way, but developed based on its subject-subject, dialogical nature, on purely human tools of pedagogical influence – word, speech, effective communication, and creativity dominating the educational space.

Thus, it can be stated that the use of humanitarian technologies in the contextual training of future marine specialists is possible, it is rather effective and creates the necessary prerequisites for the further formation of humanitarian thinking – the most important component of education at a marine technical university.

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Оценка эффективности использования гуманитарных технологий в контекстуальном обучении в морском техническом университете

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Аннотация

В статье рассматриваются специфика и условия эффективности использования гуманитарных технологий в контекстуальном обучении иностранному языку в морском техническом университете как основы формирования нестереотипного видения путей гуманизации образования. Показана целесообразность использования данного нововведения преподавателями в современных условиях, причины его появления и основы его применения в контекстуальном обучении иностранному языку в морском техническом университете. Представлены основные наиболее эффективные технологии для этой цели и специфика форм работы. Сделан вывод о том, что использование гуманитарных технологий в контекстной подготовке будущих морских специалистов возможно, достаточно эффективно и создает необходимые предпосылки для дальнейшего формирования гуманитарного мышления – важнейшего компонента образования в морском техническом университете.

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Ключевые слова

Гуманитарные технологии, гуманитаризация образования, формирование и развитие личности, гуманитарная среда, гуманистические ценности.

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