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Technology of formation of teaching and research activities culture of junior students in the process of English language teaching**Ekaterina V. Samsonova**

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Abstract

The article deals with the problem of the formation of culture of educational and research activity. The research was carried out on the example of junior students of the Faculty of Foreign Languages. The concept of pedagogical technology is analyzed. The stages of implementing the technology are described. Creativity as a criterion of readiness for educational research is under study. Conclusions concerning the readiness for research activity are based on the results of the questionnaires. The problem of motivation of students is solved by step-by-step introduction to the culture of educational and research activity. The schematic content of the lessons based on the organization of teaching and research activities is presented. The results of control and experimental groups are compared. The author suggests the following methods for the use in the process of English language teaching: analyzing linguistic literature, forming a theoretical view, comparing initial conditions, applying theoretical material in practice, arguing the course of solving the problem, justifying one's own position, combining resources to solve the tasks, self-control with the correction of unjustified conclusions. The article also focusses on developing reflexivity of students on the example of definite topics in the curriculum. The proposed technology meets all the psychological and pedagogical conditions we have considered.

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Keywords

Teaching and research activity, pedagogical technology, abilities, skills, English language teaching.

Introduction

The concept of "technology" today is not generally accepted in traditional pedagogy and has many definitions of its essence. However, despite the different interpretations of the concept of "pedagogical technology", most teachers involved in the development of pedagogical technology problems (V.P. Bepalko, M.Y. Vilsky, A.K. Kolechenko, V.M. Monakhov, P.I. Obratsov, A.I. Uman, K.V. Shestak, etc.) agree in defining the basic principles of the organization of teaching and learning technologies. Any pedagogical technology (including the technology of formation of teaching and research culture in junior university students in the process of teaching English) is characterized by purposefulness, structural and content integrity, relative universality, effectiveness and completeness.

The idea of the developed technology is to introduce junior university students, who do not have sufficient skills and abilities to carry out educational-research activities in the process of learning English, to the culture of educational-research activities. Step-by-step implementation of the idea will help to solve the problem of motivation and self-improvement in the process of teaching English, which in turn will contribute to further research activities of students.

The main part

The implementation of the technology was carried out in the process of teaching English at the Faculty of Foreign Languages in the groups of 1st and 2nd year English language learners.

The pedagogical goal of the technology is to achieve a higher level of formation of the culture of teaching and research.

The technology of forming the culture of educational-research activity of junior university students in the process of teaching English includes the following stages: organisational and preparatory, implementing, correction and evaluation.

The organisational and preparatory stage of the technology included the following tasks:

- study of programme and normative requirements to the organisation of the process of studying the discipline, goals and objectives;
- conducting a questionnaire survey of students of language faculties to identify their perceptions of teaching and research activities;
- determining the composition of experimental and control groups;
- development and carrying out of diagnostic testing of students in order to determine the initial level of possession of the culture of educational-research activity;
- development of the content of classes to form the culture of teaching-research activity among the students of the I and II courses of the Faculty of Foreign Languages (selection of topics, preparation of tasks for homework, etc.).

The implementation stage included the following tasks:

- maintaining the sustainable motivation of junior students to the teaching-research activity and value attitude to it;
- formation and improvement of students' abilities and skills of educational-research activity (analysis, synthesis, classification, generalisation, ability to set and solve problems, generalisation, ability to put forward a hypothesis, concretisation, abstraction, etc.) on the basis of the developed training programme;
- development of students' creative abilities.

The correctional and evaluation stage of technology for the formation of a culture of educational and research activities among undergraduate students of the university in the process of learning

English for work included the following tasks:

- development of a set of test tasks, materials for evaluating the process and learning outcomes for students;
- analysis of the levels of formation of motivational-value, cognitive, technological and creative components of the culture of educational and research activities in younger schoolchildren in the process of learning English;
- generalization of the results of the implemented technology.

To achieve the goal of the developed technology more effectively, a hypothesis was put forward: the formation of a culture of educational and research activities among undergraduate students during their English language training will be more effective if:

- to form a motivational and value attitude among students of the I and II courses of the Faculty of Foreign Languages to the educational process;
- to create the necessary psychological and pedagogical conditions;
- to form the culture of educational-research activity directly in the process of students' educational-research activity in English classes;
- to promote the students' mastering of a set of skills and abilities of educational-research activity in the process of studying basic professional subjects (practice of oral and written speech of English language, practical grammar of English language, practical phonetics of English language);
- if the above conditions are met, the quality of language learning will increase by 15-25%.

The development, implementation and evaluation of the effectiveness of the technology of formation of the culture of educational-research activity in junior students in the course of their English language teaching were carried out on the basis of such diagnostic tools as:

- questionnaires with the help of appropriate methods;
- fulfilment of teaching and research tasks.

The timeframe for the development and implementation of the technology was the first and second years of students' education at the Faculty of Foreign Languages.

The results of the questionnaire allowed us to draw the following conclusions. The 1st year English language students in the number of 516 have a below average level (35.4%) and a low level (64.6%) of formation of the culture of teaching and research activity. These conclusions were obtained on the basis of calculating the average indicators of the established criteria. The analysis of the criterion "motivation to educational-research activity" revealed the levels below average (59%) and low (41%) in junior students. The results of diagnostics on the criterion "possession of scientific knowledge of techniques and methods of performing educational-research tasks" show that 69.35% of students scored below average, and 30.65% of students have a low level.

The study of the obtained data on the criterion of technological readiness for educational research showed that the students of the first year have a score below average (67% of students). Low level on this criterion showed 33% of students. According to the results of the analysis of the criterion of creativity manifestation in the educational research it was revealed that creativity and its elements are used by 58% of students at a low level and 42%, at a level below average.

At the organisational and preparatory stage, testing of teaching and research abilities and skills was also conducted among the first-year students. The topic "Family" was determined for testing these abilities. The testing showed that students have average results in the formation of teaching-research skills. These data indicate that students have some ideas about performing certain operations in the course of conducting educational research, as in some tasks they can choose the correct answer, and in other tasks they find it difficult.

Table 1 - Summarised data on the results of the qualifying questionnaire among the students of the first year of study

Components of Teaching and research activities culture	Criterion	Number of students who responded	Percentage of the total number of students	Average score	Level of Teaching and research activities culture
Motivational and value component	Motivation for educational and research activities	304	59%	9,3	H
		212	41%	4,1	HC
Cognitive component	Possession of scientific knowledge of techniques and methods of fulfilment of educational-research tasks	356	69,35 %	9,4,	H
		160	30,65%	3,9.	HC
Technological component	Technological readiness for educational research	346	67%	7,6	H
		170	33%	5,3	HC
Creative component	Demonstration of creativity in educational research	299	58%	9,2	H
		217	42%	4,2	HC

Table 2 - Testing result of the students of the first year on the topic "Family" (average score, max. score)

Group	Total score	Phonetics	Level	Vocabulary	Level	Grammar	Level
K	102	25 C	B= 26-38	34C	B= 36-52	43C	B= 45-61
Э	114	29 B	C=13-25	39B	C=20-35	46B	C=29-44
Макс.	151	38	H= до 12	52	H= до 19	61	H= до 28

In general, the indicators of the formation of the culture of educational-research activity in the students of the first year of the Faculty of Foreign Languages were at the level of low or below average. In addition, the obtained results indicate low motivation of students to carry out educational-research activities. The students in some cases do not feel the need to carry out this type of work. As a rule, they are reluctant to fulfil the proposed teaching and research tasks or refuse to work on them at all. Consequently, the preliminary results confirmed the necessity of work to improve the initial level of formation of the culture of educational-research activity in first-year students.

At the organisational and preparatory stage, control and experimental groups were identified among the first-year students of the Foreign Languages Department of the Elabuga Institute of Kazan (Volga Region) Federal University. In the control group of 48 students the classes were conducted according to standard methods. And in the experimental group of 45 people the development of the content of classes was carried out on the basis of the developed technology, including complex thematic planning, taking into account the creative and cognitive needs of students.

In the control group, in which training was conducted in the framework of cycles of classes using traditional approaches and methods, the emphasis was placed on the gradual acquisition of grammatical and lexical units, a gradual transition from linguistic to conditional-speech tasks, and the predominance of frontal forms of work.

In the experimental group the lessons were based on the organization of teaching and research activities. Let us present the schematic content of the lessons step by step. Since the objectives of English language teaching are largely repeated, it was necessary to present them in a general cycle. Let us highlight the following aspects in the system of goals and tasks of each planned lesson on the formation of students' culture of teaching-research activity at the organisational and preparatory stage:

- 1) Formation of junior students' motivation to language, speech, learning and cognitive,

- educational and research activities.
- 2) Determination by students of their own attitude to the activity, stimulation of cognitive activity, value attitude to the language and speech knowledge and skills received.
 - 3) Formation of such skills and skills of educational-research activity as analogy, analysis, synthesis, induction, deduction, comparison, contrast, classification, differentiation, grouping, division.
 - 4) Development of logical, abstract, combinatorial, critical and divergent types of thinking in students.
 - 5) Creating conditions for the development of students' creative abilities.
 - 6) Execution by students of educational and research tasks according to the algorithm developed in the classroom; analysis of the knowledge obtained in the course of these tasks and ways of their interpretation.

Table 3 - Content of lessons on the theme "Home"

№ topic	Content of students' activities (stages)	Implementation of the components of the Teaching and research activities culture
1. «Dr Sanford's house»	1. discussing the content of the topic and the expected outcomes of its study. 2. Actualisation of knowledge on the topic: drawing up an associative series of vocabulary 3. Phonetic linguistic teaching and research tasks on the following topics: circumstantial groups, intonation in sentences, descending sequence of stressed syllables. 4. Phonetic task: on the basis of the text "Dr Sanford's house" [Arakin, 2000, 113-115], make an intonation contour, explain your choice and justify it. 5. Homework: revision of the learnt phonetic material	1. Formation of motivational and value component 2. activation of the cognitive component. 3. Development of cognitive processes. 4. Creative component: self-realisation. 5. Reflexion.
2. «My Home»	1. Discussing the content of the topic, expected outcomes of its study. 2. Actualisation of knowledge on the topic: brainstorming associative series. 3. lexical learning and research tasks on the topics: peculiarities of using the words storey, floor, flat, block, use of prepositions between, among. 4. Communicative task: on the basis of the text "My Home" [Matyushkina-Gerke, 2001, 138-139] compose a story about your own home. 5. Homework: revision the lexical material; reading and translating the dialogue "Moving in"	1. Formation of motivational and value component 2. activation of the cognitive component. 3. Generalisation, classification, giving examples, comparison. 4. Creative and creative component: self-realisation, implementation of vocabulary in a story 5. Reflexion.
3. «Moving in»	1. Repetition of phonetic and lexical material. 2. The significance and value of the topic "Moving in" for students' language experience 3. Grammar learning and research tasks on the topics: there is/are, it is, questions and types, some, any, no. 4. Communicative task: on the basis of the dialogue "Moving in" compose your own dialogue and act it out. 5. Revision of the learnt grammatical material, performance of research tasks on the topics: as...as, so...as, than; reading the text "Our Flat" (Tolstoy-Khakina).	1. Formation of motivational and value component 2. activation of the cognitive component. 3. Differentiation, classification, organisation. 4. Creative-creative component: self-realisation, realisation of grammatical skill in a story 5. Reflexion.

№ topic	Content of students' activities (stages)	Implementation of the components of the Teaching and research activities culture
4. «Our Flat»	1. discussing the content of the topic, expected outcomes of its study. 2. Updating of knowledge on the topic. 3. Communicative tasks on the theme "Our Flat": "Your friend's new flat", "A bedroom of the pop-star", "The dining-room" 4. Homework: revising the learnt language material	1. Formation of motivational and value component 2. activation of the cognitive component. 3. Development of abstract, logical, combinatorial and critical thinking. 4. Creative component.
5. Test preparation, individual counselling	1. Performing tasks to repeat the learnt phonetic, lexical and grammatical material on the learnt topics. 2. Preparing written answers to the questions on the topic, discussing them in the group. 3. Parallel work in pairs on revision of the learnt material 4. Preparation for complex testing.	Generalisation. Analysis differentiation, organisation. Evaluation
6. Testing	Performing teaching and research tasks in grammar, phonetics, and vocabulary.	Self-analysis of results, reflection.

At the end of the organisational and preparatory stage of the technology in the control and experimental groups, an interim test on the theme "Home" was conducted. The summary results for the themes "Family" and "Home" in comparison are presented in Table 3.

Table 3 - Test results of the control and experimental groups on the themes "Family" and "Home" in comparison (average score, maximum score)

	Result "Family"	Result "Home"
K	102	106
average score	114	123
maximum score	151	151

Comparison of testing results shows that at the end of the organisational and preparatory stage of English language teaching technology implementation, the students in the experimental group showed positive dynamics in the formation of teaching and research skills, because the interval between the initial and final data was 9 points. In the control group the dynamics was also revealed, but it was about 4 points.

A possible explanation for this result is that the achievement of higher results and a higher level of formation of teaching and research skills is a long process that requires objectively more time than several series of lessons. In addition, the initial series of classes revealed some shortcomings: first of all, insufficient number of tasks for revision of the material aimed at the formation of teaching-research skills, insufficient level of students' motivation for this type of training.

Thus, at the organisational and preparatory stage of technology implementation, control and experimental groups were identified, lesson topics were defined, and the structure of lessons was developed. In addition, at this stage we worked with teachers who are directly involved in the process of teaching English to undergraduate students.

At the implementation stage, training was conducted on the following topics: "Food", "Shopping", "Weather". The main goal of this stage was to form the skills and skills of teaching and research activities necessary for their further research activities.

Achievement of the general goal of the implementing stage of the technology of forming the culture of educational-research activity among junior students was carried out at practice-oriented classes on the basis of educational-research tasks. In order to consolidate the formed skills and skills of educational-research activity, we used mainly educational-research tasks aimed at mastering such thinking operations as analogy, serialisation, etc. The main goal of the implementation stage of the technology of formation of the culture of educational-research activity in undergraduate students was to develop the skills and skills of educational-research activity.

A significant part of the English language teaching material was analysed and logically structured. Thus, when solving a linguistic problem, the first-year students analysed the initial positions in detail, explained and planned the forthcoming activity: analysing linguistic literature, forming a theoretical view, comparing initial conditions, applying theoretical material in practice, arguing the course of solving the problem, justifying their own position, combining resources to solve the tasks, self-control with the correction of unjustified conclusions.

The implementation of complex work at the implementation stage of the technology of forming the culture of educational-research activity at the students of the first year was carried out in accordance with the research approach to teaching the discipline "Practice of oral and written speech of English" at the Faculty of Foreign Languages. The classes included a system of research tasks, learning and speech situations of a personal-oriented nature, and basic elements of research work. This ensured the interrelated and mutually mediated formation of the culture of educational-research activity through the formation of students' motivational-value, cognitive, technological and creative components.

Let us present the schematic content of lessons, assignments, linguistic tasks carried out in stages in Table 4.

Table 4 - Content of lessons on the topic "Food"

№ topic	Content of students' activities (stages)	Implementation of the components of the Teaching and research activities culture
«Meals»	1. Discussing the content of the topic, expected outcomes of its study. 2. Actualisation of knowledge on the topic: brainstorming an associative series. 3. 3. Phonetic, linguistic educational and research tasks on the following topics: transcription, rules of reading digraphs, accentuation, intonation, 4. Communicative task: on the basis of the text "Meals" [Arakin, 2000, 158] compose a dialogue about food, supplement it with your own expressions 5. Homework: revision of the material learnt, reading and translating the text "English meals".	1. Formation of motivational and value component 2. activation of the cognitive component. 3. creative component: self-realization, preparation of dialogue
«English meals»	1. Discussing the content of the topic, expected outcomes of its study. 2. Actualisation of knowledge on the topic: brainstorming an associative series. 3. 3. lexical learning and research tasks on the topics: use of verbs to call, to name, to forget, to leave, to learn, to find out, to know 4. Communicative task: on the basis of the text "English meals" [Matyushkina-Gerke, 2001, 334-335] compose a retelling, supplement it with your own opinion and justify it.	1. Formation of motivational and value component 2. activation of the cognitive component: association. 3. Seriation, generalisation, guessing, schematisation, structuring, abstraction. 4. The creative component: self-actualization, dialogue preparation.

№ topic	Content of students' activities (stages)	Implementation of the components of the Teaching and research activities culture
	5. Performing lexical learning and research tasks according to the algorithm; analysing the knowledge obtained during these tasks, improving the ways of interpreting it. Reading and translating "What would you like for dinner"	5. Reflexion.
«What would you like for dinner»	1. Repetition of the passed phonetic and lexical material. 2. Meaning and value of the topic "What would you like for dinner" for students' language experience 3. Grammatical learning and research tasks on the topics: irregular verbs and their forms, Passiv tenses. 4. Communicative task: on the basis of the dialogue "What would you like for dinner", compose your own dialogue and act it out. 5. Revision of the material learnt, research tasks.	1. Formation of motivational and value component 2. activation of the cognitive component: association. 3. Seriation, generalisation, guessing, schematisation, structuring, abstraction. 4. Creative component: self-actualization, dialogue preparation. 5. Reflexion.
Test preparation, individual counselling	1. Performing tasks to repeat the learnt phonetic, lexical and grammatical material. 2. Preparing written answers to the questions on the topic, discussing them in the group. 3. Parallel work in pairs on revision of the material 4. Preparation for complex testing.	Generalisation, Analysing differentiation, organisation. Evaluation.
Testing	Performing tasks in grammar, phonetics, vocabulary.	Self-analysis of results, reflection.

Conclusion

The lessons on the topics "Food", "Shopping", "Weather" were developed using materials from English language textbooks for foreign language faculties: "English Grammar in Use", "ABC. A Course of English", "Practical Course of English 1st Year". The performance of tasks at the motivation and value stage at the beginning of the lesson also included tasks of prospective and retrospective nature [Borzova, 2007, 28], which helped the students studying English at the first year to remember what they had learnt earlier and allowed them to start studying new material of the teaching and research stage. The teaching and research stage of the lesson is aimed at the students' mastering of the basic cognitive processes and the development of the students' subjectivity. The reflexive stage focuses on the development of students' reflexivity. For example, in the process of working on the topic "English food" the teaching and research tasks included retrospection of the previously learnt material on the topic "Food".

At the correction and evaluation stage of the formation of the culture of educational-research activity in the students of the first year of the control and experimental groups on the basis of the developed control system the levels of formation of motivational-value, cognitive, technological and creative components of the culture of educational-research activity were determined. The students were offered the final version of control-test tasks, which they had to perform independently without the help of the teacher. Following the results of the control testing, a reflexive analysis of the formed levels of each of the components of the culture of educational-research activity in students was conducted, the

nature of trends and features of the formation of the analyzed components were determined, the positive and negative features of the developed and implemented technology were revealed.

Thus, the presented technology of formation of the culture of teaching-research activity at junior students studying English is oriented on formation of its main components. The proposed technology meets all the psychological and pedagogical conditions we have considered, namely: the reflexive nature of learning activity is formed; conditions for the development of the motivational sphere of the student's personality in integration with the reflexive component are created; classes are based on the use of a humanistic form of pedagogical communication; recognition of the essential role of interpersonal interaction and dialogical communication of subjects in the process of joint educational-research activity is ensured; age and individual characteristics are taken into account.

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Технология формирования культуры учебно-исследовательской деятельности младших школьников в процессе обучения английскому языку

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Аннотация

В статье рассматривается проблема формирования культуры образовательной и исследовательской деятельности. Исследование проведено на примере студентов младших курсов факультета иностранных языков. Анализируется понятие педагогической технологии. Описаны этапы внедрения технологии. Изучается креативность как критерий готовности к педагогическому исследованию. Сделаны выводы о готовности к исследовательской деятельности делаются на основе результатов анкетирования. Проблема мотивации студентов решается путем поэтапного привития культуры учебной и исследовательской деятельности. Представлено схематическое содержание занятий, основанное на организации учебно-исследовательской деятельности. Сравниваются результаты контрольной и опытной групп. Авторы предлагают следующие методы для использования в процессе обучения английскому языку: анализ лингвистической литературы, формирование теоретического взгляда, сравнение исходных условий, применение теоретического материала на практике, аргументирование хода решения проблемы, обоснование собственной позиции, объединение ресурсы для решения поставленных задач, самоконтроль с коррекцией необоснованных выводов. В статье также уделяется внимание развитию рефлексивности учащихся на примере определенных тем учебной программы.

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Ключевые слова

Педагогическая и исследовательская деятельность, педагогические технологии, умения, навыки, преподавание английского языка.

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