

тельному концептуальному анализу и в объединении с математическими и лингвистическими концепциями стать фундаментальной компонентой общего образования [2].

Для нашей республики очень важно, чтобы учащиеся, которые через несколько лет будут жить в мире, полностью подключенном к интернету, были грамотными в техническом плане, умели общаться с компьютерами и машинами на их «машинном языке».

В 2016 году в Республике Беларусь по инициативе компаний-резидентов Парка высоких технологий при участии администрации ПВТ и поддержке Министерства образования стартовал совместный образовательный проект по обучению школьников 2-6 классов навыкам программирования в среде Scratch. Проект ориентирован также на учителей информатики и на учителей начальных классов.

Институт информационных технологий поддержал данную инициативу и стал активным участником проекта. В августе на базе образовательного центра ПВТ на безвозмездной основе успешно прошли обучение, получили статус сертифицированных тренеров и вошли сетевое сообщество преподавателей на специальной интернет-площадке Scratch.by 2 сотрудника ИИТ БГУИР. В сентябре объявлен первый набор учащихся

4-6 классов на курс по программированию в среде Scratch.

Считаем возможным предложить создать специальный курс повышения квалификации для обучения учителей информатики начальных классов, во время которого провести апробацию и отработать методики преподавания основам программирования в среде Scratch.

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TEACHING OF PROFESSIONALLY ORIENTED DIALOGIC COMMUNICATION FOR FUTURE ECONOMISTS

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The present article covers the main methods, used while teaching dialogic communication for future economists. The most functional methods for dialogic teaching are considered. The arguments proving the efficiency of these methods are given.

Key words: dialogic communication, monologue, deductive method, inductive method, pattern, information, role play, questionnaire/

1. Introduction

The key task which every language teacher confronts is to teach students to communicate freely, to establish contacts with overseas partners and to express their thoughts fully and coherently in a foreign language.

Hence, forming language ability and skills aimed at professionally oriented dialogic communication is an extremely important movement line while preparing students studying a foreign language at colleges or Universities of non-linguistic direction. We mean here communication which can arise out of direct contact with specialists from other countries [1, 23].

Thus, from the very first teaching hours, the purpose of each lecturer is to train future professionals to exchange views, thoughts, ideas freely; in addition, this skill helps to overcome a language barrier, as it is one of the main difficulties which students studying foreign languages face. Dialogic communication makes lessons more informative and live as every student is constantly involved in a speaking process and thus, has more opportunities for speech practice. Students start feeling less constrained as they usually feel when making a monologic speech before the audience. At the same time, a lecturer has a possibility to supervise the speech practice of every group, to direct it at the proper time, to correct and to pay attention to the students' mistakes, to give guidelines.

2. Dialogue communication teaching methods

Let's consider some approaches which are used by our lecturers while teaching dialogic communication. In methodological sources there are three different approaches determining the role and place of a dialogue.

First of all, a dialogue is considered to be a means of learning a foreign language (or language material). Secondly, it is believed to be an organization form of educational process. Thirdly, it is one of the kinds of speech activity which students need to master in a teaching process. The role of a dialogue in getting of language material is great, and this must be taken into consideration while organizing and planning our classes. But as far as non-linguistic Universities are concerned, here a dialogue is mainly considered as a kind of speech activity which should be acquired while learning a foreign language. We teach all kinds of speech activity to our students, and they are speaking, reading, listening comprehension and writing.

As our task is to teach a foreign language as a means of communication and which is also a first-priority target of a communicative method, so, correspondingly, we teach how to express ourselves both in the form of a dialogue, conversation as well as in the form of a monologue. Both a dialogue and a monologue have the same aim to express feelings, to give opinions, thoughts, to react to a message. But at the same time, the key difference of these two forms is in the way of speech direction. Considering a dialogue, we mean a contact of two or more people who exchange and express their ideas to each other. Here, it's appropriate to state such goals as to learn to make an inquiry, to introduce clarity into something that is not clear, to establish contacts, to express agreement or disagreement, to articulate the decisions and conclusions which are taken. But if we speak about a monologue, we note its totally unidirectional mode. In whole, a monologue is a new information reproduction, it's an attempt to persuade, to assess events, actions etc.

A dialogue, on the contrary, is not so extensive, as it's supplied with the generality of the situation and the mutual exchange of thoughts. These factors lead to supplementary difficulties while conversing with a partner [2, 112].

Thus, we come to the conclusion, that the main components in a dialogic communication are contact establishment, the ability to pick up the information, to come to an agreement about something, to make a request, to react to a message, to exchange ideas. After all, the achievement of our goals depend on these elements. Moreover, all the above-mentioned dialogic skills are in full conformity with other linguistic components.

A sentence is something we start our dialogue or monologue with. We mark out narrative, interrogative, imperative sentences. Establishing a contact and conversing we use a lot of interrogative sentences. We also combine different sentences, asking questions and answering, using imperative sentences.

As for approaches to the teaching of dialogic communication, it's reasonable to use deductive and inductive methods. Thus, using a deductive approach we start with a dialogue pattern and consider it as a structural and prosodic standard for creating similar ones. A dialogue pattern is a dialogue complex, it consists of several dialogic unities. We refer systematic dialogues to them in which the key phrase can be supplemented with indication of time, place,

conditional sentences etc. We start teaching a dialogue pattern with listening to it, learning it by heart, modifying its lexical units, practicing its elements and, finally, reproducing it. Thus, our dialogue is learnt from “top to bottom”, from prosodic and syntactic blocks to its elements [3, 79]. The way from a dialogue pattern to its elements leads to overlearning in that correlation in which the elements are used in a dialogue.

Speaking about an inductive approach, we mean learning the elements gradually coming to dialoging on the basis of a speech situation. From the start, this approach directs our students to interaction which is the base of dialogic communication, as well as to the improvement of communication skills.

Using a dialogue pattern helps a lot when we try to develop primary skills. It can also be used as a model for imitation. According to the inductive approach, preparation for the conversation includes the following:

- 1) improvement of psychic mechanisms of dialogic communication;
- 2) skills formation of language material usage;
- 3) ability to interact with partners within internal and external speech situation.

Dialogic communication abilities and skills are based on a definite speech material, typical for this kind of activity. That’s why, methodological ways used for teaching professional lexical units must be interspersed in teaching of dialogic communication [4, 41].

Let’s consider the most functional methods for dialogic communication teaching:

1. The method is named “*information gap*”. The “*information gap*” exercises may have different forms:

a) *Text gap* (the same texts or extracts are offered on the cards to the students, but the details which are included in one card miss in the other card and the partners need to fill in the missing details asking questions).

b) *Belief/opinion gap* (due to this method, the focus of communication is made on the natural differences in experience and points of view, thus, students need to come to the common conclusion). While using “*information gap*” students are offered to complete the tables with the missing information communicating with each other (without showing it to the partner) [5, 21], [6,54].

2. *Role play* method is a kind of educational communication. It is planned and organized together with the theme and roles, which are distributed among the students. Role play helps to acquire social skills of communication.

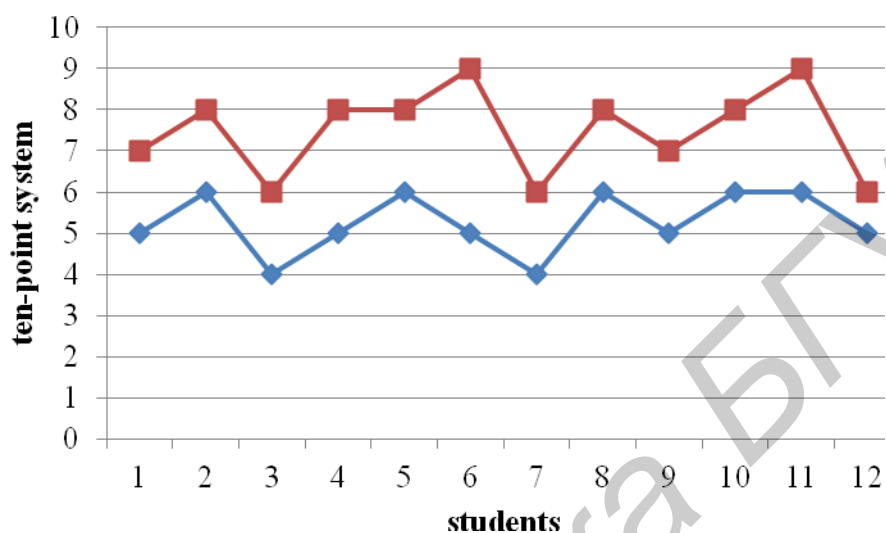
3. *Questionnaires*. Questionnaires are an effective way to stimulate communication and can be easily applied to any theme.

4. The method of language games and quizzes. As an example of a language game we can give a crisscross game. Its objective is drilling on making up questions. The students are supplied with two cards, one card contains interrogative words, the other card is blank. The group is divided into two teams and with the help of these words students keep asking about the text, which was read or listened to before. If the students make up correct sentences they put a cross, if the other team gives correct answers it puts ouths. The winning team should be the first to put three crosses or three ouths.

3. Proof of the given methods efficiency and conclusion

At the beginning of the teaching process, the first year students were asked to complete the questionnaire. The goal of it was to find out whether it was easy for them to start conversation and to request the necessary information in a foreign language. The students were asked to evaluate it due to the ten-point system. The lower line on the graph shows the initial students’ valuations. During our classes, for three months, while studying the theme “Brands”, the methods improving the dialogic communication skills were actively used. The methods of “*information gap*” were used in particular, the role play “*breaking into the market*” was developed and carried out, questionnaires were frequently used. First of all, we’d

like to note that students started to speak faster and, as a result, the quantity of groundless pauses have reduced. The students' motivation has increased considerably. It can be explained by the interest that students experienced towards the material. Besides, the usage of the above mentioned methods also contributed to the creative and intellectual students' potential. Three months later another questionnaire was held. The results are also given on the graph and they are higher. Taking into account the results, we come to the conclusion that an effective planning and using methods aimed at overlearning of dialogic communication skills stimulate students' motivation, increase their classes satisfaction level, make them live and energetic.



Thus, summarizing all the above mentioned information, we'd like to highlight that these methods help to stimulate students' interest towards the learning of a foreign language. Using these methods, we were able to achieve the following results:

- to increase classes efficiency, students' motivation and enthusiasm via active involvement in the communication process;
- to develop professional and communicative competence, to establish emotional contacts between the students;
- to develop resuming skills, skills necessary to make decisions and to bear responsibility for them.

Taking possession of professional communication skills will help our students, future economists, to show themselves in a more advantageous way and to find a decent job, corresponding to their requirements.

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ОПЫТ БГУИР В ПРИМЕНЕНИИ ПОДХОДА СМЕШАННОГО ОБУЧЕНИЯ ДЛЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ УПРАВЛЕНИЯ ПРОЦЕССОМ ОБУЧЕНИЯ

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Данная работа описывает опыты кафедры Инженерной психологии и эргономики факультета компьютерного проектирования Белорусского университета информатики и радиоэлектроники в применении подхода смешанного обучения. Работа описывает конкретный опыт экспериментально внедрения подхода смешанного обучения в рамках преподавания дисциплины «Инженерная психофизиология» для студентов 1-го курса. Сочетая электронное и традиционное обучение в аудиториях мы также задействовали ресурс социальных медиа: V Kontakte, YouTube, инструменты Google, которые дали положительный эффект в оптимизации управления процессом обучения.

Ключевые слова: социальные медиа, социальные сети, образование, управление образовательным процессом, инновации, смешанное обучение.

1.1. Введение

Сегодня наблюдается всестороннее массовое внедрение информационных технологий во все сферы образования. Ведущей целью информатизации системы образования является превращение современных информационных ресурсов и информационно-коммуникационных технологий в ресурс образовательного процесса, обеспечивающий формирование качественно новых результатов образования. Появление информационно-коммуникационных технологий не могло не повлиять на изменение стратегии управления образовательным учреждением и требует незамедлительных адекватных изменений в стратегиях управления образовательным процессом. Это означает, что необходимы организационные изменения по всем направлениям деятельности образовательного учреждения, обеспечивающие введение современных технологий в систему учебной, воспитательной, методической и управленческой деятельности, формирование информационной образовательной среды учреждения.

Более десяти лет назад Белорусский государственный университет информатики и радиоэлектроники (БГУИР) первым в Республике Беларусь предложил программы дистанционного обучения. БГУИР постоянно внедряет новые технологии для реализации различных образовательных программ.

С каждым годом все больше студентов начинают свою профессиональную карьеру, совмещая ее с учебной деятельностью в университете. Информационно-коммуникационные технологии развиваются с невероятной скоростью. Поэтому, если молодой специалист хочет быть профессионалом и по своим компетенциям соответствовать запросам рынка, ему необходимо совмещать обучение и карьеру, а также развивать в себе навык к обучению в течении всей жизни. Предлагая различные образовательные программы, мы не можем игнорировать эти важные моменты современных реалий. Поэтому нам необходимо предлагать соответствующие инновационные, как по методике, так и по содержанию образовательные программы с максимальным использованием ресурса инфо-коммуникационных технологий.