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VARIABLE APPROACH TO FOREIGN LANGUAGE EDUCATION AT A HIGHER INSTITUTION

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Abstract

Variable approach to foreign language teaching aims to develop the secondary language personality of future specialists, ensures professionally oriented research, individualizes the training process and encourages students to self-train in foreign languages. It is necessary to create a diverse educational space, an individual learning path. Applying a variable approach in a higher education institution will focus on the language skills, personal and professional interests, cognitive learning styles and psychological characteristics of students, it will improve foreign language learning motivation and ensure better language training for future professionals.

Keywords Foreign language education, variety, professionally oriented study, self-education, individualization, higher institution.

INTRODUCTION

Variative education has a long history. Known since the times of Ancient Greece, various types of institutes with different programs and courses represent the first makings of a variable system aimed at realizing a person's right to choose a profession, conditions and forms of education.

The concept of freedom of choice in philosophy is interconnected with human creative activity, characterizes it and acts as both a source of development and its result. Domestic thinker N.A. Berdyaev noted that "necessity is characteristic of evolution, creativity is born from freedom" [1, p. 104].

Free action is directly related to the presence of an alternative and the method of implementation, which are determined by a person's goals based on knowledge and experience. A developing person

has a large number of "degrees of freedom", which determines many paths and directions of development, the possibility of creating oneself and one's history [2, p.44], and also gives responsibility for the action performed.

The creation of a training system aimed at developing personality and individual abilities by providing freedom to choose an individual program was reflected in the concept of variable developmental education by A.G. Asmolov, who implements "the competent choice of each person's life path" and provides a "fan" of possible options for individual education [3]. The main goal of variable education, according to the researcher, is "formation of a picture of the world, which will provide orientation of the individual in different life situations, including situations of uncertainty".

The key characteristics of variable education for researchers are: individualization of the learning process, joint activities, diversity of learning, the ability to choose as a necessary condition for an open education system.

In recent years, there has been an increase in interest in variable learning, which is manifested in three aspects of the development of variability. In a theoretical framework, research is carried out aimed at creating a holistic picture of variable education. In applied terms, we can trace the expansion and deepening of research devoted to the study of variable education at various levels of education:

primary education, senior level of education, regional aspect of education, subject education. In the organizational aspect, researchers consider the management of the variable educational process at school, in the classroom, and when assessing the quality of education.

The relevance of developing a variable approach to foreign language education for specialists in various fields is determined by the need to modernize the educational process at a university. Foreign language education is designed to prepare students for participation in intercultural communication in the field of professional activity in a foreign language, for academic and professional mobility, as well as to develop the abilities of linguistic self-education [5].

The reasons that make it difficult to achieve the goal are: different levels of foreign language proficiency of students in mass education (from beginner to school graduate with in-depth study of a foreign language), low motivation of students; different number of credit units allocated for mastering the course, poorly developed mechanisms for organizing students' independent work. Solving these problems is possible through the implementation of a variable approach, in the transition from uniformity to diversity of foreign

language education in a variable space, aimed at the possibility of choosing an individual educational trajectory based on the current level of foreign language proficiency, cognitive learning style, and the specifics of future professional activity [5].

The advantage of this approach is the orientation of the educational process towards the development of a specific personality; in linguistic education, this is the development of a secondary linguistic personality, endowed with a "multicomponent set of linguistic abilities and readiness to implement speech activity" [6]. A conscious choice of content, technology or means of teaching, based on needs, leads to the achievement of personal results, and, consequently, affects the development of the secondary linguistic personality of a particular student.

Teaching a foreign language at a university has a professionally oriented nature; in the scientific literature it is considered as a process "aimed at preparing students for foreign language communication in professional and scientific fields and situations, organized taking into account the characteristics of students' professional thinking" [7; 21]. At the same time, researchers note the importance of organizing motivational, incentive and orientation-research activities.

The organization of variable learning makes it possible to give new meanings to students' classroom work. Since work on the selected module options is carried out independently, classroom work should be focused on modeling a foreign language quasi-professional environment that ensures students' involvement in foreign language communication. The essence of professionally oriented foreign language education is the integration of professional disciplines and a foreign language, which is achieved by a variety of options for integrated

courses, topics that have personal significance for the student and allow him to acquire additional competencies in mastering an individual variable program of professional foreign language education. This position leads us to consider the following characteristic of variable foreign language education, namely, the individualization of the professionally oriented process of development of a secondary linguistic personality.

Individualization of learning is considered in modern pedagogical works in the context of the humanistic paradigm of education, as a necessary condition for the formation of the personality of students as subjects of the educational process [8].

Researchers of this phenomenon, depending on the field of application, reveal various aspects of the individualization of education: the orientation of content, forms and methods to satisfy the needs of the individual (I.D. Butuzov, I.B. Zakirov and others); creating conditions for personal development (M.A. Martynovich, I.E. Unt and others); individual independent work (P.Ya. Galperin, A.N. Leontyev). What is common in the understanding of the individualization of education is the perception of the student as an individual endowed with "a peculiar set of personality traits that characterize it as a whole and distinguishes it from all others" [9]. In a pedagogical sense, this concept is considered as the process of "isolating one student in educational activities, taking into account his individuality" and the relationship between the goals and methods of teaching with the multifaceted properties of the individual.

An analysis of scientific sources and the current practice of foreign language education at universities indicates that it is almost impossible to achieve complete individualization in the conditions of mass education. In higher education, there has not been a practice of studying the individual differences of students, the

characteristics of the mental and cognitive sphere, determining the motives and aspirations, and value orientations of the individual. Mechanisms have not been developed to flexibly change the content, technology and course tools to create favorable conditions for a particular student within the framework of a single educational process.

The variable approach creates the prerequisites for designing individual trajectories in the context of choosing a personally significant direction. The term "individual educational trajectory", following P.V. Sysoev, is understood as "a personal way of achieving a set educational goal (or educational task) by a specific student, corresponding to his abilities, motives, interests and needs" [10]. A wide range of educational options provides the opportunity to design individual trajectories based on multiple parameters.

The educational trajectory can pass not only along the reference points of levels of proficiency in a foreign language, but also be located in the plane of one level to expand and deepen knowledge in a certain area; it is located in three-dimensional space, covering interdisciplinary areas of intercultural communication.

Variable individual cognitive activity ensures that the student gains experience in performing "specific personal functions" - choice, goal setting, determination of meaning (motive), self-realization, responsibility [11], which determines the next fundamental characteristic of variable foreign language education.

Self-education, implemented in the independent work of students, is the goal of preparing future specialists for self-development and lifelong learning [12]; acts as the main educational and cognitive form of the educational process, aimed at developing the autonomy and subjectivity of the student, and activates internal cognitive motives for appropriating new knowledge [13]. From the

point of view of the competence approach, researchers define self-educational competence as “the ability and desire of students to carry out independent educational and cognitive activities, the ability for self-reflection, self-control and choice of an individual trajectory”, emphasizing that the formation, organization and control are carried out by the student himself - the subject of the educational process, endowing him with universal ways of carrying out cognitive activity. A.G. Asmolov notes that the formation of universal educational actions (personal, regulatory, cognitive, communicative) lays the foundation for self-determination and self-realization of the individual [3].

In the field of professionally oriented foreign language education, scientists study foreign language self-educational competence as the ability and readiness for effective independent cognitive activity aimed at increasing the level of proficiency in a foreign language in order to satisfy professional and personal needs [14], including the following abilities: independently think, make decisions, create an educational product individually and in collaboration, build your own system of knowledge and ways of obtaining new knowledge, realize individual aspirations [14]. The development of foreign language self-educational competence is intended to form educational autonomy, which is understood as educational activity regulated by the student independently, regardless of the teacher. According to researchers, significant components of autonomous activity are the ability to learn independently, bear responsibility for the educational result, mastery of skills and abilities of self-educational activities for self-education in future professional activities, and reflection on the entire process [8].

It should be noted that with a variable approach, students' independent work should ensure:

a) satisfaction of personal and professional cognitive needs through the choice of content, technologies, means, forms of education; b) taking into account the current level of proficiency in a foreign language, the level of formation of the student's independent educational and cognitive activity, that is, the formation of self-educational skills for mastering a foreign culture and language; c) construction of a variable individual program, which involves the selection of optimal strategies and productive technologies for linguistic self-education; d) manifestation of the student's ability and readiness to apply acquired knowledge in various situations of personal and professional intercultural communication, “ensuring the transition from the reproductive level to the creative level”, e) reflection of self-educational activities.

Purposeful, planned and controlled independent work by a student with the help of a teacher in the conditions of choosing attractive options for foreign language education realizes the student's involvement in active self-educational activities, ensuring the acquisition of personal experience in linguistic self-education in the field of future professional activity, leads to the formation of an individual style of professional activity.

CONCLUSION

In conclusion, it seems possible to summarize that the professionalization of education through the integration of general cultural and professional competencies in a variety of interdisciplinary modules; complete individualization of the educational process through the implementation of variable individual educational programs; self-education as the leading form of mastering a variable program in order to achieve an individual educational result creates the necessary conditions for the development of the secondary linguistic personality of future specialists and contributes to improving the quality of foreign

language training in general.

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