

Productive Model of Foreign Languages Learning: Realities and Prospects

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Abstract - The article is devoted to the problem of increasing professionally-oriented foreign language learning productivity in higher school. We study the content of productive foreign language education and the development of the appropriate methodical model that allows updating educational resources in this scientific field. The purpose of the article is to determine the leading principles, methodological conditions and technological features of the productive foreign language learning by analyzing the modern pedagogical practice, to develop the concept of the productive approach and the appropriate methodological model as the contemporary educational format.

To substantiate the relevance of the study, a content analysis of educational programs was conducted, which made it possible to draw conclusions about the possibility of introducing the productive approach into the educational process. Theoretical and practical aspects of the studied issue were investigated in the process of the productive approach implementation. Based on the results of the experimental training, the obtained data were subjected to analysis and openly discussed with teachers and students. The authors use methods of scientific and pedagogical research: system-structural analysis, synthesis, research analytics, generalization of experience and experimental work.

Practical results showed the effectiveness of the proposed methodological model. Among the fundamental provisions of the productive approach in the field of foreign language education, key practice-oriented methodological principles have been singled out as the basis for the methodical model of the productive foreign language education development. We achieved high educational results by the productive approach implementation in the educational process. Thus practical significance of the research is provided by determining the content and conditions of teaching foreign languages and the methodological possibilities of applying this approach in higher education. It makes it possible to use the productive approach in universities of different profiles with the prospect of further developing this methodology in various educational contexts.

The results of the research can serve as a renewal of methodological resources in the field of foreign language education in higher school. The productive approach can be introduced into the learning process as a basic element of the implementation of the competence paradigm of education.

Keywords— *productive; foreign language; model; approach; methodological; component*

I. INTRODUCTION

The problem of modernizing professionally-oriented foreign language education is one of the most complex. Attempts to solve this methodological problem have been undertaken throughout the post-Soviet period of the higher professional education development in Russia. The authors of this article are concerned with improving the efficiency of foreign language training of students of non-linguistic universities, offering one of the ways to solve this methodological task.

Analysis of modern educational standards convinces us that the main trends in educational policy today can be attributed to the actualization of the practice-oriented direction of higher professional education. This means that a graduate of the higher school, in addition to the basic professional competencies, must have a number of personal skills providing effective communicative activity, ability to work in a team, to practice intercultural interaction, self-organization, self-development, etc.

In this regard, the importance of the foreign-language training increases, since it becomes possible through language education to solve a whole complex of methodological problems including the forming of students' universal and general professional competencies and their personal qualities. Consequently, the development of the productive educational activities of students acquires special significance in connection with the reduction of the classroom academic hours and with the increase of students' independent work.

The results of the productive education and the practical application of various kinds of relevant educational projects in more than twenty countries have proved their effectiveness and success [1-13].

The authors of this article for many years are engaged in the development of the productive approach in the foreign-language education. In our opinion, the productive approach includes a number of components, which in general build the methodological system that determines the vector of the development of modern professionally oriented foreign language education.

Based on our research, we made the following important conclusions:

1. Acquisition of a foreign language in a modern university should be productive and be built in a professional context and socio-cultural situations which provide language learning by solving specific practical, scientific and communicative tasks. In other words, students have the opportunity to obtain personal experience in self-determination and self-realization.
2. The advantage of the productive foreign language learning lies in orientation of a holistic educational process to a professional foreign-language product, self-education and self-actualization of the learner's personality in result of his/her active learning experience.
3. Productive foreign language learning also ensures the development of universal and general professional competences, incorporated in modern educational standards. Besides being involved in productive educational activity, students have the opportunity to manifest their own initiative, independence, responsibility, self-realization, which positively affects the development of practical universal skills necessary for the future specialist [1-5].
4. Productive foreign language education, built on the appropriate technological basis, ensures further self-education throughout life, develops special methodical skills expressing in personal educational design and its purposeful independent implementation.

The authors of this article developed the following content components of the productive approach with the aim to increase the effectiveness of the language acquisition for students of non-linguistic universities:

1. philosophical and pedagogical component of the productive foreign language education in higher school;
2. the paradigm-target component of the productive foreign language education;
3. functional and technological component of the productive foreign language education, including a system of embedded training modules;
4. content component, which includes training programs developed on the basis of the productive approach.

In connection with the introduction of the university's own educational standards for master's and bachelor's studies at St. Petersburg Polytechnic University, which are aimed not only at the serious professional training of graduates, but also at the development of their personal potential, the need arose to implement productive foreign language learning that provide system integration of professional and communicative skills of students.

It follows that the achievement of the strategic goal of the students' professional and personal qualities formation requires the updating and development of special educational technologies and appropriate methods that ensure the effectiveness of the current educational system. At the same time, it is necessary to update the existing pedagogical experience of the foreign-language professional education and to reconsider the requirements for language training, which in turn determines development of the comprehensive methodical model of the productive foreign language education.

The authors propose the implementation of the discipline "Foreign language in the professional sphere" on the basis of

the methodical model of the productive foreign language education. This issue is the subject of the proposed article, which, as we suppose, will make a definite scientific contribution to the theory and methodology of foreign languages learning and, therefore, should be presented for global pedagogical community.

As a result of our research, we came to the conclusion that the innovative methodical model of the productive foreign language learning serves as a means for providing effective foreign-language training of students in the conditions of reducing academic hours and promotes intensive development of their professional and personal qualities. In this regard, it is proposed, first of all, to consider the main directions for the development of productive education in modern pedagogical science.

The analysis of the scientific and pedagogical literature of both foreign and Russian scientists dealing with the problems of productive education made it possible to conclude that, on the whole, it is presented as a comprehensive scientific and pedagogical system that covers issues not only of education but also of upbringing, personal development and the formation of practical skills of students [2-13].

We believe that the analysis of the theory and practice of productive education should begin with the secondary level of education in order to draw definite conclusions regarding the correlation of the school-university system.

The analysis showed that the modern theory and practice of the productive education is implemented mainly in two directions in the educational system of the secondary and higher schools. Let us trace the interconnection and interdependence of these directions as the way of continuity of the secondary and higher levels of education in terms of the scientific substantiation of the productive approach concept in the sphere of higher education.

The first direction may be called as pedagogical system for the development of the productive education in secondary schools in European countries, which is positioned as "Productive schools". Within the framework of the Institute for Productive Learning in Europe (IPLE), this approach is implemented in schools in a number of European Union countries (Germany, Hungary, Bulgaria, Romania, Lithuania, Finland, Spain, etc.). The experience of these countries shows that this approach makes it possible to effectively implement the professional guidance of school-leavers, prepare students for transition to professional activity, and gain experience in various professional fields at enterprises and firms on the basis of their own choice [6-7].

It should be noted that at the second congress of the International Network of Productive Schools (INEPS) in 1991 the term "productive learning" was put into circulation. The modern interpretation of this term was defined by I. Böhm, J. Schneider (International Network of Productive Schools, INEPS), who understand productive learning as an educational process leading to the development of the individual and improving society [7]. At the same time, the productively oriented educational process is implemented in flexible educational activities carried out in a real life situation on the

basis of pedagogical experience in the framework of individual and group learning focused on the creation of a specific educational product, controlled and directed by a teacher.

The second direction of the productive learning development is connected with the concept of professional guidance of students. This approach has become widespread in the US and European countries in the form of the professional oriented system of education in the middle and higher school (work-based learning), which provides correlation between the secondary schools and professional institutes. Moreover, it helps to solve the problem of the students' necessary personal and professional qualities development in order to achieve high results in their future career [14-18].

Our deep theoretical analysis makes it possible to conclude that the concept of productive learning in fact is the basis for the methodical design of educational models built on the principle of interrelation between the educational and practical activities of students at the level of the secondary and higher schools. As we observe, the concept of the productive learning has become more popular because it provides practice-oriented education specified with the professional guidance of students [6-9; 14-18].

Analysis of Russian scientists' papers engaged in productive learning development has shown main scientific results in this field. There is research on productive methods of teaching and its implementation in the system of secondary schools and colleges (A.A. Vostrikov, I.A. Sivtseva, I.S. Sorokina, L.I. Savva, O.I. Apasova, M.A. Korochkina, E.V. Borisova and others). In the sphere of foreign languages' learning, there is research on productive technologies and methods of teaching foreign languages at schools and colleges (N.F. Koryakovtseva, G.A. Belenkova, L.A. Lukyanova, K.I. Zadorozhnaya and others).

In recent years, Russian pedagogues have actively participated in the development and implementation of educational projects related to productive learning in the framework of joint work with INEPS (Center for Productive Education in St. Petersburg, Center of Continuous Education in Sochi, the Interschool association "Shkolnik" in Kemerovo, etc.). In addition, development of profile education concept in secondary schools is actively being elaborated with the aim of modernizing and improving interconnection between school and university levels [12-13].

II. STATEMENT OF THE PROBLEM AND PURPOSE OF THE STUDY

It should be noted that in the sphere of higher professional education, the experience of introducing the ideas of the productive learning into the educational process of the university is not implemented thoroughly enough.

Thereby the main attention now is paid to the professional training of graduates with the use of productive methods of learning: formation of productive pedagogical thinking (M.N. Goldin), pedagogical reflection (B.C. Umnov), development of productive educational interaction at university (V. Severin), the organizational and pedagogical conditions for the realization of the productive education (D. Yu. Chupin), the issues of the effective professional training of university students (K.J. Shkhatseva, E.A. Popkova).

The productive approach is being developed in the sphere of teaching foreign language at a university (A.V. Rubtsova). Scientists suggest the ways of communicative competence productive development for technical university students (O. M. Burtasenkov), productive foreign language autonomous learning for students of non-linguistic universities (E.A. Krylova), productive improvement of the linguistic competence of future foreign languages teachers (I.V. Baeva).

Thus, a number of research, both of foreign and Russian authors, shows that productive learning of foreign languages correlates primarily with the development and implementation of productive methods and educational technologies in the practice of secondary schools and higher education institutions [1-5; 19-25].

It should be recognized that there is still no well-developed model of the productive foreign language education, although, as already known, the prerequisites and grounds for this exist. And to develop such model is the task for the authors of this article.

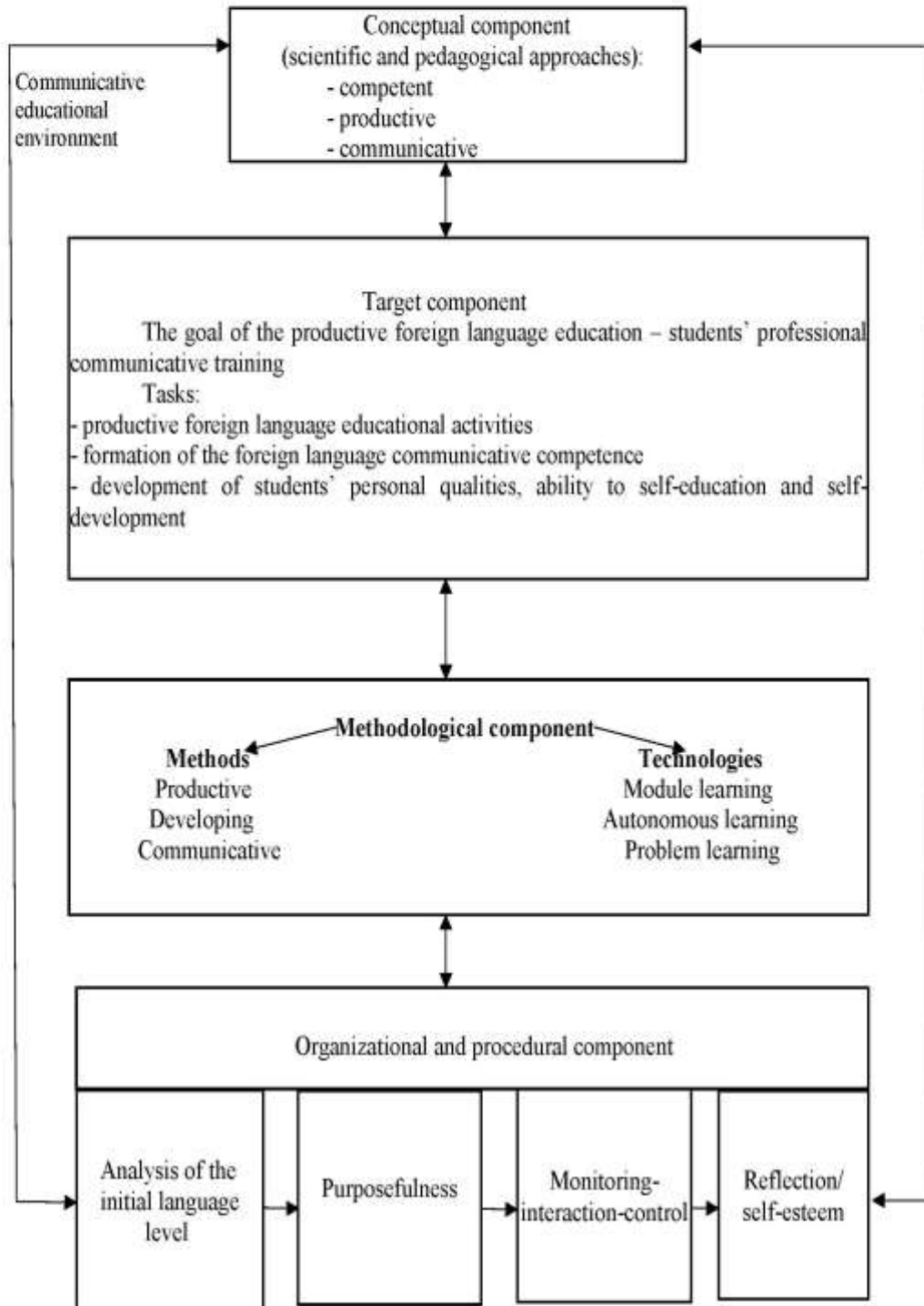
The development of the methodical model of the productive foreign language education in higher school, in our opinion, solves the problem of increasing the effectiveness of professional and communicative training of students and enhances professional, value and social status of the foreign language acquisition at university.

The complex productive approach in foreign-language education has been developed by the authors of this article for 10 years. The existing methodological base in this field of research makes it possible to propose a comprehensive model of the productive foreign language learning in a university as a universal methodological system. Let us present the main components of this model and its content characteristics.

III. RESULTS AND DISCUSSION

Productive foreign language learning implemented in Peter the Great Saint-Petersburg Polytechnic University (SPbPU) allowed us to design a comprehensive methodical model of the productive foreign language education in higher school, providing a professional communicative content of the foreign language course, the development of students' personal qualities and their ability to autonomous education (Scheme 1).

Methodical model of productive foreign language learning



So, let us consider the content of the main components of this methodical model.

The conceptual component of the model reflects the hypothesis that the effectiveness of professional and communicative training of students is supported by the integration of the competence, productive and communicative approaches in their interconnection and interdependence.

Competence approach as the basis for goal-setting determines the main guidelines of the educational process, laid down in modern educational standards. The introduction of the competence approach in higher education significantly influences the development of the education methodology and upbringing of the learner's personality, actualizing the processes of self-determination, self-realization and self-education.

To the main provisions of the competence approach, defining the goals of the foreign language education in a university, we refer the following:

- formation of graduates' ability to perform productive intercultural communication and to develop independently their own communicative and creative abilities throughout life;
- formation of the students' willingness to master typical types of professional and communicative activities and their ability to independently improve this activity;
- the formation of the ability to analyze the socio-cultural context in the process of intercultural professional interaction and build constructive partnerships with other participants in intercultural dialogue.

It should be noted that the competence approach provides not only professional training of students, but also ensures development of their personal qualities, which determines the interrelation of competence and productive approaches. In addition, these approaches provide the formation of students' willingness to achieve personal educational result or to create the product of educational and cognitive activity, which can have an expression both in a material educational product and in an ideal educational product (knowledge, skill, competence).

Productive cognitive activity of students is the vital factor for effective communicative products creating. This kind of activity may be organized by the students themselves or jointly with the teacher. The main target of such educational work is the students' communicative competence improvement [1-3].

Productive foreign language activities provide the subject content of the communicative professional context, modelling the situation of the future professional activity. Such type of the educational process includes socio-communicative learning models that make it possible to solve professional and communicative tasks in various forms of constructive interaction among participants of the educational process: in joint, collective educational projects, in the process of solving problem-research etc.

In this regard, it is necessary to emphasize the interdependence of the productive and communicative approaches, which determine realization of productive educational activity in a professional communicative context. Hence the need to design the content of productive foreign language educational activities is a model of professional communication, characterized by functionality, rationality, efficiency, constructiveness and heuristics.

Such organization of the foreign language learning allows optimizing the process of the communicative competence formation according to the real conditions of the students' future professional activity.

The target component of the productive foreign language learning includes practice communicative goals. The main objective is effective professional and communicative training. To achieve this target, it is necessary to solve the following tasks: to develop productive skills in the context of foreign language learning, to form communicative competence, to cultivate personal qualities of students and their ability to self-education and self-development.

The methodological component of this model includes the basic methods of teaching foreign language (productive, developing, communicative) and pedagogical technologies (autonomous, problem and modular learning) that allow designing a multilevel and integrated process of professional-communicative training of students.

The organizational and procedural component includes the main elements of the productive communicative activities: the analysis of the initial level of foreign language proficiency (tests, questionnaires etc.), goal-setting, determined by the level of foreign language proficiency, complex monitoring, constructive communicative interaction (teacher- group - a student), systematic control of linguistic knowledge and communication skills, self-assessment as an obligatory part of an integral productive-oriented educational process, including self-correction and self-diagnosis in the field of foreign-language education.

Thus, the presented methodical model of productive foreign language education includes the target, conceptual, methodological, organizational and procedural components, which can be used as the basis for professionally-oriented teaching foreign language learning at university.

IV. CONCLUSION

Based on our studies, we came to the following conclusions.

1. In foreign and Russian pedagogical practice, productive education in the school-university system is a comprehensive scientific and didactic system that encompasses not only the issues of education, but also the upbringing, personal development, practical skills of students and their professional competence. Productive learning promotes the integrity of general and professional education, the integrativity of theoretical and practical aspects of the future professional activity of the individual, expand the opportunities for self-actualization of the learner in the educational process.

Productive foreign language education based on the concept of the productive approach is an innovative methodical model that supports didactic development and educational functions of the discipline "Foreign Language in the Professional Sphere". This methodical approach also provides effective communicative and professional training of graduates of universities and ensures constructiveness and high efficiency of the language education.

2. Practical orientation of productive foreign language education provides a comprehensive approach to educational process design, its professional and communicative context and socio-communicative content. The main conditions for productive teaching of a foreign language is the student's pedagogical stimulation (supporting pedagogical influence), which ensures self-development and self-education and individualization of the educational process as the opportunity for a personal approach to solving a particular methodological task.

3. As a result of the research, a methodical model of the productive foreign language learning in higher education has been developed, which includes the target, conceptual, methodological, organizational and procedural components that ensure effective professional and communicative training of students, the development of their personal qualities, the ability to self-education, thus solving the problem of increasing the effectiveness of foreign language education at university in the conditions of implementing modern standards and innovative learning environment.

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