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SELF-CONTROL AS A MARKER OF FOREIGN LANGUAGES MODERN TEACHING

In accordance with the modern concept of education, the learning process must be based on recognizing the student as a subject of one's own development, and the student needs not only to assimilate the content of the educational material, but also to independently monitor, evaluate and correct his/her cognitive activity. Changes in the assessment of students should be linked to the increased role of self-monitoring and self-assessment tools, which in turn will enhance their desire for independent educational activity, as well as improve the quality of knowledge.

Self-control is an integral component of self-management and self-regulation processes of students in learning. Its purpose is to prevent possible or detect already committed errors. Through self-control, the student realizes the correctness of his actions in a wide variety of activities, while the development of self-control as a universal intellectual ability is realized through the means of all academic disciplines, including a foreign language [1, p. 26].

In implementing the new educational standards in language, teaching one of the main goals is the establishment and development of the personal qualities of students required for a full and active life in modern society. Moreover, in addition to the knowledge of disciplines must be formed criticality of thinking, intuition and ability to overcome difficulties. The basis for developing such qualities is self-control. In addition, the main goal of teaching students a foreign language is the formation of communicative competence, the most important indicator of which is the ability of the learner to self-control and self-assessment of his own speech activity. That is, a sufficiently high level of self-monitoring and self-esteem testifies to the mature state of development of the language personality as a whole.

Self-control is the ability to compare the results of one's own particular learning task with a certain standard in the process of mastering of foreign speech activity, and at the same time independently detect, correct or prevent errors in one's own activities. [2, p. 105]. Thus, self-control can be regarded as conscious control, evaluation and self-regulation of the students of their own learning activities and self-management of it. In other words, "the possession of a foreign language would be fundamentally impossible if in the process of verbal communication such a phenomenon as self-control did not function" [2, p. 107].

Self-control is a mechanism, the formation of which requires management on the part of the educator, so the teacher in the process of training should form the students' skills of self-control and using of them. Gradually, step by step acquiring knowledge, skills, moving forward and reliance on the studied and mastered earlier, aware of the teacher's and mutual control, the student learns to perform self-observation, self-analysis, self-correction and self-assessment - the actions that make up the self-monitoring mechanism. [3, p. 312]. Formation of self-control and formation of skills and abilities are "two sides of the coin", namely, they are interrelated, interdependent and formed synchronously, simultaneously, without a break in time. Each specific element of skill and ability is correlated with an adequate, concrete link in the structure of self-control.

In the foreign language lessons, self-control must be formed both by mastering communication skills (speaking, listening, reading, writing), and by mastering the language material (grammar, vocabulary, pronunciation, intonation, orthography). Most of the described methods of self-control are similar to the methods of control used by the instructor. In the scientific and methodological literature, techniques of descriptive, rating and nature of monitoring of self-control are singled out, as well as tests, questionnaires, etc. [4, p. 99].

Keeping of a training diary is a type of descriptive-nature self-control. In it, the student can describe all the activities done in the lesson, the course of work, new methods, and also to note the problems and questions that arise. This diary will help students analyze the work done, understand which topics are not well understood, which should be given special attention, and assess progress in mastering the language. In turn, for the teacher it is an opportunity to compile the fullest picture of the progress of each student, which helps to correct the student's activity and eliminate the shortcomings at an early stage of their development. In addition, it will help the teacher to assess the effectiveness of their own work.

Rating self-control is carried out using scales and graphs to assess the work done. For example, using a scale with descriptors, the student evaluates the degree of understanding of the text, the assimilation of new words. This method is the most suitable for an accurate definition of what the student is causing difficulties and what should be given special attention.

The most common method of self-control of monitoring type is self-revision. This technique is recommended to be combined with mutual checking, since students are more willing to assume the role of a teacher, checking out other students' work than their own. Studying other people's mistakes, the student not only delves into their nature, but at the same time compares them with their own. As a result, he/she returns with great interest to his/her work, carefully checks and edits it. This reception can also include sound recording of verbal answers, testing at the completion of training blocks, certain notes left by the teacher on the fields of an exercise book after checking the work.

One way to increase the effectiveness of the learning process in general and self-control in particular is testing and online testing in various forms. Tests can be both ready, because nowadays there is a large selection of different training programs, and compiled by the teacher with the help of special computer and mobile programs. Tests help students to carry out self-control, self-analysis and self-correction when studying specific topics or when preparing for tests and exams.

The language portfolio as a means of exercising self-control makes it possible to get the most complete picture of the development of the student's knowledge and skills. It describes the work had done by the student in the study of the language. This tool not only teaches the students to develop his own foreign language skills, but also helps to independently control the implementation of the goals which were set on the basis of an analysis of their own achievements.

Questionnaires as a method of self-control are aimed at identifying the characteristics of each student in learning a foreign language, that is, what the student uses to memorize new words, what difficulties he has, what direction is the main, what exercises cause difficulty, how much time is usually spent on self-preparation and etc. This information will also be useful for the teacher to set real goals and plan his/her work.

For the best results, a combination of several techniques for exercising self-control is possible. To choice of their, depends on the goals of the learning process. It is recommended that these techniques be used from the beginning of the training in order to interest and motivate students.

At present, both foreign language teachers and non-linguistic higher education institution students face a number of issues demanding their urgent solution. Among others, they include the following: 1) different levels of foreign language skills of students studying in one group that demands individualization and differentiation; 2) classroom lesson hour number reduction in favour of a greater number of independent work hours that requires using some other besides traditional teaching methods with the aim of a more rational use of time given to the students' out-of-class activities.

Using distance learning technologies is of great use in solving these issues. It should be noted that one of the trends in the modern education system development is the commitment to the use of information communication technologies that is written in the concept of the Federal targeted

programme of education development for 2016-2020 [13]. According to this document, the application of information technologies, up-to-date teaching forms and methods in the education sphere should be systematic rather than occasional that, in its turn, emphasizes the urgent character of creating an effective control system in the process of e-learning foreign languages at a nonlinguistic higher education institution.

The development of distant educational courses is extensively carried out both in Russia [2, 8, 10] and abroad [1, 4, 5, 7, 12, 14].

For instance, the paper of A.V. Andreev, S.V. Andreeva, I.B. Dotsenko is devoted to the practice of Moodle-based e-learning. A. M. Anisimov's and A. Kh. Giltmundinov's papers consider the Moodle-based distant learning system. M.V. Ivkina studies teaching a foreign language in the Moodle system with the use of information computer technologies. R. Al-Mahrooqi and S. Troudi consider the application of computer technologies for teaching foreign languages in different countries [1].

C.J. Bonk and C.R. Graham's work is devoted to blended learning both in the global perspective and at the local level [4]. In R. Garrison and H. Vaughan's, N. Peachey's, B. Watwood's works there's analyzed the implementation of online and blended courses in the education process [7, 8, 9].

The analysis of the printed works showed that in the process of distant learning a great application there is found in the Moodle system that offers a wide range of opportunities for the valid support of the distance education process, also for students' progress control.

Moodle is the system of managing the site's contents specially developed for creating online courses by teachers. Such electronic teaching systems are often called learning management systems or virtual educational environments [3, 9].

At the Foreign Languages Department of Ryazan State Radio Engineering University, there were developed and used a number of distant educational courses for teaching students foreign

The importance of the information support of students' independent work and increasing the efficiency of its control is conditioned by the fact that recently there have been introduced some great changes into the organization of the university academic work, namely there has been redistributed the academic load: the decrease in the number of classroom hours and correspondingly the increase in the students' independent work.

We have studied the possibilities of using the Moodle-based distant educational courses to control student's foreign languages skills as exemplified by the English language teaching. One of the most important functions realized by a teacher is the control function as a teacher's task is to check knowledge, competences and skills in the studied subject acquired by students both in and out of class [6, 9]. For this purpose there were created distant educational courses with the use of different forms, kinds and methods of control. The control over students' learning and cognitive activity in the developed distant educational courses is directed both at the external feedback (control on the teacher's part) and the internal feedback (students' self-control).

The external feedback is provided by realizing a number of the factors: 1) control contents; 2) control functions; 3) control kinds; 4) control methods; 5) control forms.

Control contents implies that there's to be checked the level of competencies according to the Federal State Education Standards of Higher Education in the given special field as for the studied subject. Students beginning to work with a distant educational course may read the description of the anticipated results of their study in the subject in the part "Course background information" placed in the introductory unit. During e-learning of foreign languages by students in non-linguistic higher educational institutions there are realized the following control functions: 1) the testing function showing the results and evaluation of students' study; 2) the educating function coming by means of recollection, consolidation, specification, updating of the acquired knowledge; 3) the developing function consisting in developing the student's personality, his or her cognitive abilities, concentration, memory, thinking, imagination; 4) the formative function, the essence of which is disciplining students' work, raising the sense of responsibility for one's work, stimulating careful attitude to it. In literature in pedagogics there are usually singled out the following control kinds on time grounds: preliminary, current, midterm and final.

The preliminary (diagnostic) control during e-learning foreign languages is realized by means of “placement tests” allowing to determine the initial level of students’ training in order to look up to the permissible difficulty of the suggested educational contents. The analysis of the data of the preliminary control also allows a teacher to make changes in the distant educational courses with a focus on student’s foreign language skills. The current control allows having continuous information about the progress and quality of education material acquisition, make changes in the process of education in a timely manner. The current control in the developed distant education courses is not so much inspection as education because it is connected with the consolidation, revision and analysis of the education material.

The midterm (periodic) control allows determining the quality of students’ studying the education material in the given subject. It’s carried out in the form of tests during the term or credits at the end of the term for the courses, the final control of which is an examination. The final control serves to show the final results of the education process in the given subject. It’s realized in the form of credits or examinations. The requirements to the current, midterm and final controls in the distant education courses are stated in “Methodological recommendations on the subject studying” in the introductory unit. The control methods allow determining the progress in students’ learning and cognitive activity as well as the teacher’s pedagogical work. During e-learning English in the developed courses there are used such main control methods as written tasks and tests.

Written tasks include translating professionoriented texts from English into Russian, tasks to the texts in workbooks, tasks to the viewed video clips or listened in texts on the topic of the studied unit, creative tasks (statement commentary, report writing, research doing, and for master students also – writing an essay, a précis of a scientific article, an abstract and a critique to it, a brief report and a presentation in Power Point on the issue of their scientific research). Each unit of distant education courses includes tests which are a number of standardized tasks on specific material stating the degree of adopting it by students. We use the following forms of tests:

I. The closed form when a test has a main part and some answers. Here it’s necessary to choose the correct answer following the instructions. Examples: “Dragging into the text”: Replace the italicized words in the sentences taken from the text with their synonyms. “Choosing the omitted words”: Change the words given in brackets for their synonyms. Complete the sentences according to the text using the omitted words. “Ordering”: Rearrange the below given words so as to correspond to their synonyms given above according to their order. Drag the boxes to change their places.

II. The open form. A student him/herself formulates his or her verbal answer. Example: Comment on the quotation given below in writing. Express your agreement or disagreement. Provide your reasons. “Technology is a useful servant but a dangerous master”.

III. Matching tasks. Examples: Match the words with their synonyms. Match the following words with their equivalents in Russian. Match the words to make word combinations. Match the following definitions with the corresponding terms. The assessment of a number of tests is made automatically that substantially reduces the time spent by the teacher for check-up and makes assessment impersonal. Besides, the online version of the progress check register allows students to see their progress in mastering the course. Besides, the access to it is organized in such a way that students can see only their grades and don’t know about their fellow students’ grades.

In distant courses there prevails an individual form of control, though there’s also used a frontal form of control, more often for organizational purposes with the help of “News” and organizational forums. Internal feedback (students’ self-control) is realized by means of: placing in the introductory unit “Methodological recommendations on the subject studying” on the basis of which students route their own individual education trajectory; using “News” and organizational forums; realizing module-based rating assessment system thanks to which students can see the results of their educational activities and timely correct them. While developing rating control there were solved two tasks: 1) as for contents: there were selected topics, units, tasks, defined the level of knowledge acquisition, the degree of mastering and so on; 2) as for activities: there was analyzed each activity kind, stated their levels of acquisition and grades for each level.

Thus, summing up, we once again emphasize that the development of students' ability to self-control is one of the most important tasks of modern education and an actual pedagogical problem

since it is a self-control and a self-esteem contribute to the development of self-education. In fact, it is known that the knowledge that is given at the university during the lesson is only a small part of what a student should know, everything else depends on his independent work, self-development and self-education outside the classroom.

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ПИТАННЯ ОРГАНІЗАЦІЇ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ СТУДЕНТІВ ПЕДАГОГІЧНОГО ВНЗ

Мовна підготовка у ВНЗ є однією з основних завдань в комплексі гуманітарної підготовки, що відкриває студентам перспективи культурного розвитку та допомагає стати більш конкурентоспроможними фахівцями, здатними вирішувати свої професійні проблеми на міжнародному рівні. Так, зміни, які мають місце і в педагогічному процесі дитячих дошкільних установ і в житті сучасного суспільства в цілому, зумовили збільшення кількості дитячих установ з викладанням іноземної мови. Тому підготовка фахівців-педагогів, які володіють іноземною мовою, дозволяє розширити можливості отримання якісної освіти наймолодшими громадянам нашої країни.