

UDC 372.881.111.1

TEACHER'S PREPARATION, CONDUCT AND ANALYSIS OF THE FOREIGN LANGUAGE LESSON

Shmeleva Zh.N.

Krasnoyarsk state agrarian university, Krasnoyarsk, Russia

The article describes the process of the teacher's preparation to the lesson of a foreign language in the non-linguistic university, his conduction of the lesson, as well as its subsequent analysis.

Key words: *lesson analysis, communicative approach, accreditation, socialization, adaptation.*

ПОДГОТОВКА ПРЕПОДАВАТЕЛЯ, ПРОВЕДЕНИЕ И АНАЛИЗ УРОКА ИНОСТРАННОГО ЯЗЫКА

Шмелева Ж.Н.

Красноярский государственный аграрный университет, Красноярск, Россия

В статье описывается процесс подготовки преподавателя к уроку иностранного языка в неязыковом вузе, проведение урока, а также его последующий анализ.

Ключевые слова: *урок, анализ, коммуникативная методика, аккредитация, социализация, адаптация.*

Teaching a foreign language at the non-linguistic university has its specificity. It's typical for the universities to include only a small number of hours into the Curricula which doesn't motivate the students to learn English or German in a proper way. The Institute of international management and education of KSAU is a good exception from this rule. The foreign language (English) is studied there during all four years of the Bachelor degree course and during two years of the Master degree course. The students learn the following subjects: English, Business English, Country-study [1, p. 270-271], English for professional purposes, Foreign economic links. This experience is being implemented in the Institute during more than ten years and has good results. The Institute received the accreditation of the European Council for Business Education in 2014 and this year it has received the re-accreditation for 5 more years.

So, we can say that teaching a foreign language in such kind of the institute is not an easy task, because it helps not only to master the language but also to develop the competencies of the future manager [2, p.103-104], [3, p. 177-178] and help students socialize and adapt in the environment [4], [5]. Students have English classes almost every day. So, this work requires from the teacher high professionalism, strong will, good attitude to students, a good sense of humor, communicative abilities and the ability to make the lesson cognitive, interesting and

qualitative. The quality of any lesson is largely determined by the thoroughness of the teacher's preparation. **The teacher's preparation** for the lesson can be schematically represented as follows.

The 1st stage – studying of the curriculum. This part of the work is done in preparation for the academic year. Thus the special attention is paid to the main goals and objectives of the subject training in general, and the challenges a teacher is facing with on every educational topic. Preparing to study with students of the next topic, the teacher will return to the program, in order to clearly set goals and objectives to be achieved and addressed in the process of studying the topic as a whole and for each specific lesson.

Studying the content of specific training topics, the teacher will clarify the logical relationship of the educational material previously learned, as well as material to be studied later. This will allow to deeply articulate the long-term and the short-term goals for studying of the material.

The 2nd stage – studying of the methodical literature. Examining the content of the next training topics for the program, the teacher looks at relevant sections of stable textbooks, methodical manuals and articles in teaching magazines, gathering material for a general outline of the themes (thematic planning). The plan should not be cumbersome. It provides the most important and essential, namely, the breakdown of educational material for the lessons, the logical relationship of the material, the calendar timing of the lessons (for weeks).

The 3rd stage – studying of the particular lesson content in the stable textbook. Studying the textbook, the teacher mentally correlates the nature and logic of the presentation in this educational material with the achieved level of training and level of development of his students. Especially much attention should be to availability of textbooks, notes that the book contains simple and accessible, so that part of the material charging students for self-study. At the same time it should be noted that it may be difficult for students. The method of presenting these issues in class should be carefully thought out.

The 4th stage – studying and preparation of the available education tools for the lesson. The teacher becomes acquainted not only with the available benefits, viewing educational films, but also with the annotation of educational television programs, listening to audio guides. Special attention should be paid to educational demonstration and laboratory work. While defining the goals the teacher will certainly need to consider four possible lesson objectives – the acquisition of knowledge, skills and abilities, development of creative experience and education. Goals should be marked exactly in accordance with the theme, depending on the type of lesson, but one should always keep the educational goal in mind. In accordance with the objectives of the topic the teacher should outline exercises, creative tasks, designing them if they are not in the manuals.

The 5th stage –the development of the lesson plan. The lesson plan is the end result of the preparatory work of the teacher to teach. The lesson plan is based on a thematic plan based on real progress in the study of the topic. In the lesson plan it is necessary to specify: 1) subject of the lesson; 2) the goals and objectives of the lesson; 3) the structure of the lesson sequence of learning situations when presenting

training material, and conducting of independent work of students; 4) a list and place educational demonstrations; 5) time in each stage of the lesson; 6) necessary for the lesson equipment and teaching manuals.

When developing the lesson plan the teacher takes into account the degree of preparedness of students to conscious understanding of the planned content, to the implementation of the designed learning activities. It is also important to foresee possible difficulties that may arise in students, especially weak students, and identify ways of overcoming them (for example, a leading question, additional explanation of the teacher, writing on the blackboard, etc.). The lesson plan should not be cumbersome. However, it is advisable to write a detailed plan for the novice teacher especially on complex and difficult topics.

The activities of the teacher in the classroom. Thorough preparation is essential for the lesson. But this is not enough: there is a need for creative implementation of the plan in the class. From the variety of issues related to the activities of the teacher in the classroom, we will focus only on the most important: what are the functions of the teacher in the classroom and how should these functions be performed?

The teacher is primarily an educator. Therefore, it is necessary to pay special attention to the educational function of the teacher in the classroom. To educate the students should not be only in verbal explanations of “what is good and what is bad”. The teacher's personality on the first has its positive educational influence on the student: his education, manners, interested attitude, friendly attitude to students; honesty in relationships with students, skill mastery, strict kindness, clothing, the desire to help the student, ability to understand the student, etc. No less important to the education of students is the ability of the teacher to find in the content of educational material such elements the presentation of which will gradually educate students. The methods and organizational forms of education also have strong educational impact on the students. The learning process for students is a learning process and should proceed to the laws of knowledge. The fact that the learning process is organized by teacher and takes place under his leadership, specially created for this conditions does not change its essence. The student in the process of his/her training activities repeats the historical process of cognition in a shorter period under the guidance of the teacher. The task of the teacher is reduced to such an organization of educational activity of students, which would provide maximum educational and educative effect on the student.

Learning is impossible without strict discipline. To establish a good working discipline will require the deep knowledge of the subject, the ability to clearly and interestingly present the information, the interest in the success of the students, the sincerity of the behavior of teachers in the classroom. The teacher should never under any circumstances express his displeasure with the work of the student. A good teacher who found business contact with the class, does not take any visible measures to support the discipline. All students and the teacher work on the lesson in such a way that the students have neither the desire nor the time to be distracted from this work.

The boredom in the classroom is the worst enemy of training. Theoretically, all this is acknowledged, but in practice the lessons are full of boredom and indifference. The emotional coloring of the lesson is impossible without special teacher's preparation to the lesson. It is possible to conduct or to give a lesson, but it is better to perform it as a playing actor on the stage. The knowledge of the subject, professional skill and art merge together in the work of the teacher in the classroom. To avoid boredom it is a great idea to use information technologies as Olentsova Yu.A., Khramtsova T.G. [6, p. 289-290], and Kapsargina S. A. [7, p. 162-163] advise. We also described this method in previous works [8, p. 274-277]. Ambrosenko N.D. and his colleagues share the experience of applying Moodle system in the process of teaching various subjects [9, p. 7 -10].

Of great importance for successful work in the classroom is the ability to see the whole class and individual students. The teacher should be able to notice the slightest changes in the classroom and to take the necessary measures. It is very important to celebrate the successes of students. The success of a talented student should be noted calmly, and the success of the weak student should be noted loudly, with a certain degree of exaggeration. The approval of the teacher is a good motivation for students. Great tact should be exercised while noting the mistakes of the students. This should be done, usually in an apologetic disciple tones in the form of unobtrusive clues, pretending that, from your point of view, the error of the student is only an unfortunate accident and nothing more. This approach to successes and failures in the work of students creates the good psychological climate in the English lesson class.

Analysis of the lesson. In order to quickly master the pedagogical skills, you should make it a rule to carefully consider each lesson. It is important to note the success and the mistakes to find the origins of both, to find out whether they have been "programmed" under preparation to the lesson or it was the result of working directly in the classroom.

Analysis of the lesson should be based on good knowledge of the objectives, content and methods of academic subject matter, knowledge on educational theory and learning psychology. To correctly analyze and evaluate a particular lesson, it is necessary to identify a place in the system of lessons on the topic: what previously learned content it is based on, how the contents elaborate, what's new adds, as thus preparing the ground for conscious assimilation of the content of subsequent lessons. This review of lesson in the whole system will allow you to evaluate whether the defined purpose of this specific lesson was achieved.

Correct formulation of the overall objective of the lesson and its specific tasks is one of the most important conditions for the effectiveness of the lesson.

Analyzing the lesson, it is necessary to identify how the teacher understands the purpose of the lesson. Today, it should not be confined to the message the sum of knowledge and skills. The lesson also aims at solving important problems of upbringing and comprehensive development of personality. The resulting specific objectives of the lesson should be well understood by the teacher, to guide his actions in future.

References

1. Шмелева Ж.Н., Антонова Н.В. Изучение страноведения при подготовке менеджеров, как способ формирования общекультурных компетенций студентов неязыковых специальностей. Вестник КрасГАУ № 4, 2015. / Краснояр. гос. аграр. ун-т. – Красноярск, 2015 С.270-274.

2. Шмелева Ж.Н., Антонова Н.В. О роли иностранного языка в формировании компетенций менеджера. Тенденции формирования науки нового времени: сборник статей Международной научно-практической конференции (18 февраля 2015 г. г. Уфа). – Уфа: РИО МЦИИ ОМЕГА САЙНС, 2015. С. 103 – 106.

3. Капсаргина С.А. The usage of speech situations in the formation of foreign language competence of students in non-linguistic universities. Материалы заочной международной научной конференции «Проблемы современной аграрной науки». - ФГБОУ ВО «Красноярский ГАУ» 15 октября 2016 года, Красноярск: Изд-во Красн. гос. агр. ун-та, 2016. С. С.177-178.

4. Шмелева Ж.Н., Капсаргина С.А. Адаптация и социализация студентов аграрного вуза посредством изучения иностранного языка в институте международного менеджмента и образования// Ж.Н. Шмелева, С.А. Капсаргина/ Современные исследования социальных проблем (электронный научный журнал). Общество с ограниченной ответственностью "Научно-инновационный центр", – Красноярск, 2016 – №10(66), С. 156 – 168.

5. Шмелева Ж.Н. Socialization of KSAU students by means of the English language learning. Наука и образование: опыт, проблемы, перспективы развития: мат-лы междунар.науч.-практ.конф. (22-23 апреля 2015 г.) Ч. I. Образование: опыт, проблемы, перспективы развития/ Краснояр. гос. аграр. ун-т. – Красноярск, 2015 – С. 229-232.

6. Khrantsova T.G., Olentsova Yu.A. The role of information technologies in modern educational institutions. XIV международная научно-практическая конференция “Образование: традиции и инновации”. Прага, Чешская республика, 27 апреля 2017 г. Ответственный редактор Н.В. Уварина. Издательство: World Press, 2017 p. 289-291.

7. Капсаргина С.А. The use of Moodle in the process of teaching a foreign language. /Наука и образование: опыт, проблемы, перспективы развития.// мат-лы XIV междунар. науч.-практ. конф. Изд-во: Краснояр. гос. агр. ун-т, Красноярск – 2016, с. 162-163.

8. Антонова Н.В., Шмелева Ж.Н. Современные информационные образовательные технологии как важный компонент стратегии развития Института международного менеджмента и образования (Красноярский государственный аграрный университет). Вестник КрасГАУ № 4, 2015. / Краснояр. гос. аграр. ун-т. – Красноярск, 2015 С.274-278.

9. Амбросенко Н.Д., Потапова С.О., Скуратова О.Н. Опыт создания и использования электронного курса по основам работы LMS MOODLE в рамках программы повышения квалификации педагогического состава. наука и образование: опыт, проблемы, перспективы развития. Материалы международной научно-практической конференции. Краснояр. гос. аграр. ун-т. – Красноярск, 2017 С. 7-10.

