

К ВОПРОСУ ОБ ИКТ-ГРАМОТНОСТИ ПРЕПОДАВАТЕЛЯ РКИ В УСЛОВИЯХ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

ON THE ISSUE OF ICT LITERACY OF THE RSL-TEACHER IN THE CONTEXT OF DISTANCE LEARNING

Г.Г. Шутько

G.G. Shutko

Ростовский государственный медицинский университет
Министерства здравоохранения Российской Федерации

Ростов-на-Дону, Россия

Rostov State Medical University

Rostov-on-Don, Russia

e-mail:lekseva@rambler.ru

В статье рассматривается специфика преподавания РКИ в условиях дистанционного и онлайн-обучения иностранных студентов-медиков. Особое внимание уделяется способам формирования ИКТ-грамотности преподавателей вузов в рамках цифровизации высшего образования.

Ключевые слова: дистанционное и онлайн-обучение; цифровизация образования; ИКТ-грамотность; электронная среда вуза.

The article considers the peculiarities of teaching Russian as a secondary language in conditions of distance and online learning to foreign medicine students. Special attention is paid to the ways of formation of ICT literacy of university teachers in the framework of digitalization of higher education.

Keywords: distance and online learning; digitalization of education; ICT literacy; electronic university environment.

In modern conditions of rapid digitalization of public life, the importance of teaching ICT literacy becomes indisputable. New challenges require non-standard solutions, rapid response of the traditional higher school and an equally rapid restructuring of the professional activity of a teacher, from now on designed to teach and educate both day and night, in other words, online.

In the new reality, that has finally brought distance and online learning to a new level, largely and for a long period the only possible to implement in connection with the impossibility of offline classes because of the coronavirus infection, the epidemic was a foreseeable prospect of remote education, not only in the areas previously occupied like web design and programming but also in such as medicine, engineering, languages.

Therefore, in such conditions, the requirements for the level of professional competencies of the teacher are changing at a fairly rapid pace. Now it is not enough for the teacher to have a high level of knowledge of the taught discipline and to own the methodology of its teaching. A modern teacher

should possess ICT literacy, which includes such skills as the development of electronic teaching materials for the organization of distance learning process, which, in turn, requires a confident user level of computer equipment and technology.

As practice shows, for many teachers and educators of both secondary and high school, such a rapid transition to a new level of interaction with students proved to be difficult for a number of reasons, including lack of possession or low level of necessary equipment, psychological unpreparedness for transition to a new mode of functioning (it is hard both psychologically and physically to remain in one position at a computer monitor or laptop for 8 hours), rapidly forced retraining or mastering new technologies in the shortest possible time without interrupting the main activity.

This period seems to have been particularly difficult for teachers of Russian as a secondary language and foreign languages. Because students often do not speak the intermediary language, which significantly complicates the already complex communication. The lack of an intermediary language, the lack of proper training of students and teachers in the field of ICT technologies, differences in cultural and national terms, worldview and attitude to learning issues have become a new challenge for the traditional school.

The solution to these problems lies, as appears, in several parallel planes: first, the necessary and compulsory training and professional development of teachers in information and communication technologies, secondly, in creating the electronic environment of the University on the basis of which learning takes place, with access to the full functionality for both teacher and student, third, the consistency of the training and its practical implementation. Why is this important? There are precedents when the advanced training course included training on using the Google meet program, and as a result, teachers were offered to work with students in Zoom. For a person familiar with each of the programs, difficulties in switching from one to another will not arise, for others – such a discrepancy will be a big problem.

As a conclusion, we would like to note that distance and online learning and teacher-student interaction currently occupy a strong position in the educational process. In this regard, the issues of finding optimal and effective teaching methods, ways to design and present information and material, creating a natural learning environment in the context of digitalization of the educational space are becoming relevant today.

БИБЛИОГРАФИЧЕСКИЕ ССЫЛКИ

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