

DEVELOPING VISUALIZATION TECHNIQUES IN TEACHING ESP

ФОРМИРОВАНИЕ НАВЫКОВ ВИЗУАЛИЗАЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

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This article discusses the importance of teaching the ability to visualize information at the initial stage of higher education. One of the methods of working with text and audio information with subsequent visualization is presented. This practice-oriented project contributes toward solving some social problems, while taking an ESP course, in the context of the future professional development and specialists training of IT students at Voronezh State University. Students acquire new competences to build information models and present different forms of information.

Keywords: informatization; ways of organizing the information; visualization; meta-subject skills; project; poster.

В данной статье рассматривается необходимость обучению визуализировать информацию на начальном этапе обучения в вузе. Представлен один из методов работы с текстовой и аудиоинформацией с последующей визуализацией. Данный практико-ориентированный проект способствует решению ряда социальных проблем при изучении курса ESP в контексте будущего профессионального развития и подготовки специалистов для студентов факультета компьютерных наук Воронежского государственного университета. Студенты приобретают новые компетенции по построению информационных моделей и представлению различных форм информации.

Ключевые слова: информатизация образования; методы представления информации; визуализация; метапредметные умения; проект; постер.

In modern conditions, the modernization of education is inevitably linked to the process of informatization as a part of the federal state educational standard. Changes in this sphere are largely focused on preparing modern specialists for life under conditions of intensive digitalization of society, formation of necessary competencies and skills. Only a complex approach to this process will increase the efficiency of the educational process and create conditions for the intensification of the learning process and personal growth of students.

New approaches to the educational process undoubtedly reveal a number of tasks related to specialists training who are capable of competently presenting the information. It includes the ability to build information

models, and competent application of methods, tools, and forms of information presentation. A modern specialist who does not have these competences can hardly adapt to constantly changing requirements of the new information environment. Thus, higher education should be ready to change the existing programs and models of education in order to facilitate new education tasks, personal, meta-disciplinary and subject achievements, development of motivational resources of a personality. Today, mastering techniques of presenting information is an essential tool within personal, academic and professional spheres in higher education.

Universities today should form a specialist with critical thinking, good analytical skills, who is capable of finding sound solutions and independently investigating the surrounding reality. These seem to be impossible tasks without training information visualization techniques, without the ability to adequately assess the effectiveness of the form of material presentation. In this context, visualization techniques in general are focused on the development of a more figurative, visual representation of information. These can be analytical and graphical models that help students in searching, analyzing, selecting relevant information and developing skills to transform and present this block of information. Higher education teachers themselves must acquire such competencies ready to teach students actively and effectively use visualization tools. Such techniques can be narrow-profile or universal, depending on the specialty of the student. There are such models as cluster construction, use of "mind maps", "fishbone" diagrams, denotational graphs, connection diagrams, etc.

A big role in teaching information visualization should be given to strategies of extracting necessary information from a textual source and turning it into a structured and systematized product ready for visualization. This work is difficult and laborious, as it is poorly formalized, requiring developed critical thinking skills and mastery of intellectual methods of working with text. These techniques are especially in demand when teaching a foreign language in higher education institutions.

A university foreign language teacher should be primarily focused on forming skills and abilities of text structuring and analysis. The main and most effective methods of learning how to build information models are analyzing the title, highlighting key points, dividing the text into meaningful blocks, framing questions, and so on. Mastering these methods will allow student not only to develop critical thinking and communication skills, but also to master information visualization techniques, which will be in demand in the learning process, projects and professional activities in the future.

Such work is complex and requires a systematic approach. English Language Chair for Non-linguistic Departments of Voronezh State

University has developed an effective model, which not only pays much attention to the development of communicative competences in general, but also develops models to work with information of any kind, visualize and present it in the form of a project or presentation.

One technique of working with textual and audio information can be cited as an instance. This task contributes to the increase of metacognitive skills of first-year undergraduate students of Computer Science Department. According to the Degree program students with A2-B1 level working with the textbook "Key to English. Pre-intermediate" study the topic "Natural Disasters", which raises some issues of environmental protection. In one of the blocks of the unit students should do some exercises where they learn basic poster presentation techniques and after that they are asked to make their own poster.

Introducing the topic the textbook offers a listening comprehension assignment in which some students (native speakers) present a poster presentation on the topic "Saving our Planet". Our students listen, discuss what a poster presentation is (as it is a new kind of work for them). They try to structure the information they hear, forming separate information blocks and highlighting key points. After that, students do the exercise where they fill in the missing information in the given poster. The teacher draws attention to the linguistic design, correspondence of different parts of speech and grammar content of each slide and the poster as a whole. The teacher introduces a list of clichés, linkers and set expressions that help students to structure and build blocks of their own statements on the topic. At this stage the communicative task is set and the critical analysis of the problem is activated. As homework, students are asked to search for information related to "Rarest Resources in the World" or other environmental issues, split their texts into logical parts, entitle these parts, and analyze clichés.

During the next class students work with their printed texts, making drafts of their future slides or a poster. They discuss findings, ideas for their future poster and problems related to the techniques of working with the text, sharing ideas how to solve them using necessary language means.

This task also extends functional vocabulary: how to present yourself and members of your group, how to give the floor to the next speaker, etc. The teacher's role can be reduced to that of an adviser, and a method of peer-assessment can be used. In order to practice logical storytelling skills, visual presentation techniques, communication skills, and teamwork skills, students are offered the following homework: they should assign roles in a group (of 2/3 people), make a poster that they will present in class, and prepare their individual speech.

In the final class, students present their posters, visualizing their ideas and suggesting solutions. Working in a group on a joint poster promotes the development of teamwork skills, joint discussion and decision-making, and the ability to distribute roles within the group.

In general, this technique is universal, it teaches students at the initial stage of university training that the form of presentation of information plays no less important a role than its content. The students realize the importance of the ability to structure and visualize information. It should be noted that visual presentation techniques in general, develop cognitive activity and behavioral activity, the ability to identify causes and find ways to solve them, professional competence and critical thinking, as well as, contribute to the success of taking the foreign language course at university.

ПЛАТФОРМА TWEE КАК ИНСТРУМЕНТ ДЛЯ СОЗДАНИЯ КАЧЕСТВЕННЫХ УЧЕБНЫХ МАТЕРИАЛОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ

PLATFORM TWEE AS A TOOL FOR DEVISING QUALITY ENGLISH LANGUAGE TEACHING MATERIALS

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В статье дается структурно-содержательная характеристика платформы Twee, основанной на работе искусственного интеллекта, а также описывается потенциал применения данного ресурса в обучении английскому языку студентов высшей школы на примере конкретных инструментов.

Ключевые слова: платформа Twee; искусственный интеллект; учебный материал; дополнительный материал; планирование занятий; обучение английскому языку.

The article provides a structural and content characterization of platform Twee, based on artificial intelligence, as well as potential description of the resource application in English teaching using the example of concrete tools.

Keywords: platform Twee; artificial intelligence; teaching material; additional learning material; teaching sessions planning; English language teaching.

Сегодня в нашей стране вряд ли найдется преподаватель английского языка (далее АЯ) в высшей школе, который в своей профессиональной деятельности не использовал бы то или иное учебное пособие. Однако каким бы объемным и проработанным ни был учебник, педагогу всегда приходится обращаться к дополнительным материалам. Это