

THEORY AND METHODOLOGY OF TEACHING FOREIGN LANGUAGES

UDC 371.134

DOI: 10.17223/24109266/11/7

CONSTRUCTION OF QUASI-PROFESSIONAL TASKS FOR THE METHODOLOGICAL TRAINING OF FOREIGN LANGUAGE TEACHERS

O.L. Felde, O.N. Igna

Abstract. Recognizing the relevance of the competence-based approach and the implementation of context-based learning in contemporary education, researchers in this scientific field often distinguish the quasi-professional level of teacher training, which acts as an intermediate, transitional level from theoretical to practical, professional level. There are a lot of research devoted to quasi-professional activities in teacher training (G.Kh. Valeev, L.F. Nugumanova, N.V. Bekuzarova, E.V. Ermolovich; T.V. Pushkareva, E.V. Kuzevanova). At the same time, there are only a few studies devoted to quasi-professional activities in the methodological training of a teacher of a foreign language (J.S. Fritzko, E.S. Nadocheva, M.G. Makarchenko). This article is devoted to the parameters for construction of quasi-professional tasks (QPT) for the methodical preparation of a foreign language teacher (FL teacher) on planning, analyzing and implementing teaching activities. The definition and characteristics of these tasks are presented. Examples of quasi-professional tasks for the methodical training of a foreign language teacher, including the authors' tasks, are given.

Keywords: quasi-professional tasks, quasi-professional activity, methodical training, foreign language teachers.

Introduction

Quasi-professional activity of a student belongs to the basic forms of organizing educational and cognitive activity of students in context-based learning, along with activities of an academic type, educational, learning-professional and professional activities. It is educational in form and professional in content [1]. This activity is a model (imitation) of professional activity, revealing its content, dynamics, process, system of interaction and interrelations on the basis of a scientific theory in an educational environment [2: 203].

Among the methods and means of implementing students' quasi-professional activities researchers (A.A. Verbitsky, T.V. Zakharova, M.D. Ilyazova, E.V. Kuzevanova, A.A. Startseva, T.V. Pushkareva, J.S. Fritzko), as a rule, name the following:

- discussions;
- games;
- dramatization;
- tasks;
- master classes;
- modeling of integral fragments of professional activity;
- research activities;
- problem situations;
- project activities;
- creation and solution of cases;
- creative laboratories;
- teaching tasks.

The concept and peculiarities of “quasi-professional tasks”

Most often, the basis for the implementation of quasi-professional activity is called problem situations. However, tasks, in contrast to problem situations, imply minimal possibility of having alternative solutions.

A *quasi-professional task* is “a task with a professional context, for the solution of which it is necessary to fulfill elements of future professional activity in the conditions of simulated professional situations. Such tasks include tasks such as “know and be able to apply” and are methodological in nature” [3: 7].

Along with the term “quasi-professional task” in scientific research there are such terms as:

- “quasi-industrial task” [4];
- “educational task with professional content (educational-professional tasks)” [5];
- “educational-professional task with a different context” [6].

However, the study of the definitions of these types of tasks did not reveal their significant differences from the quasi-professional tasks.

As for a *quasi-professional task in the methodical teachers' training*, it is a methodical task involving the implementation of a quasi-professional activity, related to the main types of teacher's professional activities - training, planning and analysis.

A comprehensive description of quasi-professional tasks for the methodical training of a teacher of foreign languages is based on language and learning material; the procedural characteristic of the activities include methodical activities for analyzing, planning, implementing foreign language teaching at various levels (mainly at the task level (exercises), the lesson stage, the lesson fragment, the lesson, the educational program); contextual characteristic is connection to the context of professional activity (foreign language teaching).

In contemporary domestic and foreign manuals for methodical training of a foreign language teacher, there are quasi-professional tasks, but they are grouped not so much by type of professional activity and professional skills, but according to the substantive sections of methodical disciplines.

The study of the characteristics of tasks included in domestic publications on the method of teaching foreign languages, in which quasi-professional tasks are traced to varying degrees, showed that they presuppose analysis (textbooks, lessons, tasks). The solution of tasks is aimed at the formulation of arguments and recommendations, justification of activities. There are single tasks, involving keys.

Examples of quasi-professional tasks in foreign manuals

The structure of quasi-professional tasks in foreign (English) manuals for the training of the foreign language teachers is quite different. Some tasks are a series of questions, others are a series of actions (steps) to be performed. For example, in the tasks of the "Teaching practice handbook" [7], the aim of accomplishment, actions (procedure), and comment are indicated. Martin Parrott, the author of the "Tasks for language teachers." A resource book for training and development" [8] considers it important to focus on such components of the task as aim, object of teaching (focus), actions (activity).

Examples of quasi-professional tasks from manuals for the training of teachers of English:

1) Presenting vocabulary. Lesson preparation.

1. *Choose a lesson which you will teach soon, or find a lesson in a suitable textbook. Identify the new vocabulary. Choose the most important words which you would focus on as active vocabulary.*

2. *Prepare:*

- a presentation of each word, to show its meaning;
- a few questions to ask, using each word.

3. *Look at the other new vocabulary in the lesson. Decide how you would teach them* [9: 3].

2) Using blackboard drawings. Lesson preparation.

1. *Choose a lesson which you would teach soon, or find a lesson in a suitable textbook.*

2. *On a piece of paper, plan exactly what you would write or draw on the blackboard.*

Consider the possibilities:

new words	prompts for practice (words or pictures)
examples of structures	pictures to show the meaning of words
structure tables	pictures to show complete situations

3. *Decide what you would say and what class what do while you were writing on the board* [9: 15].

3) How to practise grammar. Using varied drill sequenses.

The teacher's plan for the drills in Sample lesson 1 might look like this:

1. How much milk have we got? x 6 (imitation drill)
2. rice, meat, juice, sugar, spaghetti, wine, oil, coffee. (substitution drill)
3. How many bananas have we got? x 6 (imitation drill)
4. potatoes, eggs, onions, tomatoes, apples, lemons. (substitution drill)
5. eggs, meat, coffee, apples, sugar, wine, tomatoes, rice, potatoes... (variable substitution drill)

Design a similar sequence to practise perfect + for or since (e.g. I have been here for three months / I have been here since August.) [10: 168].

4) Managing resources and learners in the MFL classroom. Giving basic instructions.

Conduct a brief microteaching session on the theme of giving classroom instructions. As the teacher, mime all instructions (coats off, bags on the floor, pens out, books on the table, listen, repeat, copy etc.). Once peers have mastered the messages you are conveying, list each instruction and add the simplest form of the TL to the mimes [11: 230].

Parameters of construction of quasi-professional tasks on the planning of teaching activities

The experience of developing these tasks has shown that the construction of quasi-professional tasks focus on the planning of training activities is the most "simple". Here, first of all, it is necessary to take into account the level of educational activity, the objects of planning. The objects of planning can be not only an exercise, a lesson stage, a lesson and a cycle of lessons, but also various programs and activities on the subject.

Table 1

Parameters of construction of quasi-professional tasks on the planning of teaching activities

Parameters of construction	Components (content) of parameters
Types of methodical activity on planning at the level of exercise (tasks)	The choice of methodically correct instruction to an exercise; optimal sequence of activities, form, method of their implementation and control; changing instructions to an exercise according to its type, intended form of work; determination of the type of an exercise, aim, optimal time for its implementation. Selection of the wording of the task, clarity to the exercise; development of basic and additional exercises in accordance with the objectives of teaching and control; adjustment of the complexity of an exercise, depending on the level of training

Parameters of construction	Components (content) of parameters
Types of methodical activity on planning at the level of the lesson stage	Choice of rules, language and speech material, forms, means, techniques and methods of teaching in accordance with the stages of presentation, practice and control of acquisition of learning material; determination of goals, content of a particular lesson stage, its place in the lesson system, optimal sequence of a series of lesson stages; choice of sources of educational, authentic, didactic material, exercises, visual aids for a particular stage of the lesson; organizing, developing rules, exercises in accordance with the objectives of the lesson
Types of methodical activity on planning at the level of the lesson	Filling out parts of a lesson plan, technological card of a lesson; competition for the best lesson plan; determination of the content, objectives of the lesson, time for each of the stages of the lesson; formulation of instructions for exercises in lesson outline; choice of optimal teaching aids, educational material for the lesson; development of the lesson plan in accordance with changes in the objectives of the lesson; choice of additional language, speech material, visual aids to the textbook for the lesson; development of tasks, exercises for a lesson of a certain didactic type, level of training, taking into account the purpose, topic, situation of communication, plan of extra-curricular activities on the subject; construction of a lesson plan on the basis of its video recording with subsequent comparison with the real plan
Types of methodical activity on planning at the level of a cycle of lessons, training programs	Addition of separate missing blocks to the content of a thematic plan, a teaching program; development of plans for the subject week, themes of programs; correction of methodical errors in a plan, a teaching program; revising a thematic plan, a teaching program; choice of textbooks, visual aids, didactic material, resources for a specific teaching program; “professional expertise” and the rationale for expert evaluation of a plan, a teaching program; development of plans (thematic, calendar), teaching programs (basic and additional education, independent work)

Parameters of construction of quasi-professional tasks for the analyses of teaching activities

In the complex of tasks for the analysis of teaching activities, such parameters as the objects of analysis, its forms, presence / absence of supports and the result of analysis should be provided.

Table 2

Parameters of construction of quasi-professional tasks for the analyses of teaching activities

Parameters of construction	Components (content) of parameters
Objects of analysis	Aspects of teaching; fragment of the lesson; lesson; lesson plan; technological card of the lesson; learning material; the activities of students; subject program; course-book; teaching and methodical complex
Form of analysis	Self-analysis; individual analysis; group / collective analysis; assessment of the analysis

Parameters of construction	Components (content) of parameters
Presence / absence of supports	Absence of supports (arbitrary form of analysis); presence of supports: video records of the lesson (fragment of the lesson), analysis scheme (simplified (micro-scheme), complex scheme), questions
Result of analysis	Assessment, discussion, development of recommendations, examination, review, comment, determination of the causes of teacher erroneous actions, forecasting the consequences of erroneous actions of a teacher

The difference in tasks on analysis and planning is based on the fact that during planning (or its individual elements) an idealized model of a lesson, a program is created, whereas the analysis of the teaching process is subject to the real process.

Parameters of construction of quasi-professional tasks on the implementation of teaching activities

In the complex of a quasi-professional tasks on the implementation of teaching activities the following parameters should be provided: level of learning activities; type of training function of the teacher / stage of learning the material; stage of education; language aspect / type of speech activity; stage of formation and development of skills; form of organizational work; learning material, teaching aids. The specified list of parameters can be detailed and expanded.

Table 3

Parameters of construction of quasi-professional tasks on the implementation of teaching activities

Parameters of construction	Components (content) of parameters
Level of learning activities	Exercise / task (including situations, games), a set of exercises, technology, method, lesson fragment / lesson stage, lesson
Type of training function of the teacher / stage of learning the material	Introduction (presentation), explanation, training (practice), control, correction, assessment
Stage of education	Primary, secondary, senior
Language aspect / type of speech activity	Vocabulary, grammar, phonetics, reading, listening, writing, speaking
Stage of formation and development of skills	Formation of language and speech skills; improvement of language and speech skills; development of speech skills
Forms of organizational work	Individual, frontal, paired, in a group, collective
Learning material, teaching aids	Course-book, didactic material, students' works, visual aids, components of the educational-methodical complex, black-board, technical teaching aids

Authors' examples of quasi-professional tasks for methodical training of foreign language teachers

Below are the author's examples of quasi-professional tasks for the methodical training of teachers of the English language.

1) *Formulate possible instructions for the following exercises. Identify types and functions of the exercises.*

Exercise 1:

Sport, team, challenging your body, accidents, equipment, risk, more popular.

Exercise 2:

Look, give, put, wait, get, go, set, find, take, make.

Exercise 3:

"Shops should be open every day".

2) *Using the same language material, develop:*

A) a grammatical exercise;

B) a lexical exercise;

C) a phonetic exercise.

Potatoes, carrot, eggs, onions, lemons, cheese, salad, tea, water, bread, sugar, meat, sweets.

3) *Analyze the lesson fragment according to the following plan:*

1. Methods of introduction of a new material.

2. The expediency of the chosen methods.

3. The use of speech patterns and visual aids.

4. The effectiveness of the use of speech patterns and visual aids.

Conclusion

Construction of quasi-professional tasks for practice-oriented methodical training of foreign language teachers is difficult and time consuming. At the same time, these tasks are very effective in use; they provide a smooth transition from academic to practical activities in the university training of foreign language teachers. The substitution, the choice of the parameters described above (single, in a complex) make it possible to develop an almost unlimited number of quasi-professional tasks.

References

1. Verbitsky, A.A.: Aktivnoe obuchenie v vysshej shkole: kontekstnyj podhod: metodicheskoe posobie [Active higher education: a contextual approach: textbook]. Moscow: Higher school. (1991) (In Russian)
2. Kishikov, R.V.: Kontekstno-modul'nyj algoritm kak tekhnologiya razvitiya kompetencij subjektov professional'noj deyatel'nosti [Context-modular algorithm as a technology for developing competences of subjects of professional activity] // Sbornik materialov mezhdunarodnoj konferencii XI Levitovskie chteniya v Moskovskom gosudarstvennom

- oblastnom universitete «Sociokul'turnaya determinatsiya subjektov obrazovatel'nogo processa». Moscow. pp. 202-205. (2016) (In Russian)
3. Berseneva, O.V.: Kompetentnostno orientirovannye zadachi kak sredstvo sovershenstvovaniya issledovatel'skih kompetencij budushchih uchitelej matematiki [Competence-oriented tasks as a means of improving the research competencies of future teachers of mathematics] // Internet-zhurnal "Mir nauki". Vol. 3. (2015) <http://mir-nauki.com/PDF/52PDMN315.pdf> (In Russian)
 4. Mashkova, E.A.: Podgotovka studentov tekhnicheskogo vuza k professional'noj deyatel'nosti na osnove kompleksa kvaziproizvodstvennykh zadach: avtoref. dis. ... kand. ped. nauk [Training of students of a technical college for professional activity on the basis of a complex of quasi-industrial tasks: abstract of Pedagogics cand. dis.]. Ufa (2011) (In Russian)
 5. Bakurova, O.N.: Razvitie chuvstvitel'nosti k probleme u studentov-psihologov v reshenii uchebnykh zadach s professional'nym soderzhaniem: avtoref. dis. ... kand. psihol. nauk [The development of sensitivity to the problem of students-psychologists in solving teaching tasks with professional content: abstract of Psychology cand. dis.]. Bryansk (2010) (In Russian)
 6. Gladkaya, I.V.: Uchebno-professional'nye zadachi discipliny «Pedagogika» kak sredstvo formirovaniya professional'noj kompetentnosti bakalavra [Teaching professional tasks of Pedagogics discipline as a means of forming bachelor's professional competence] // Vestnik Novgorodskogo gosudarstvennogo universiteta. Vol. 70. pp. 7-10 (2012) (In Russian)
 7. Gower, R., Phillips, D., Walters, S.: Teaching practice handbook / Macmillan Publishers (2005)
 8. Parrott, M.: Tasks for language teachers. A resource book for training and development / Cambridge University Press (2006)
 9. Doff, A.: Teach English. A training course for teachers: teacher's workbook / Cambridge University Press, The British council (2005)
 10. Thornbury, S.: How to teach grammar / Pearson Education Limited (1999)
 11. Pachler, N., Field, K.: Learning to teach modern foreign languages in the secondary school. A companion to school experience / RoutledgeFalmer (2002)

Information about the authors:

Felde O.L. – Teacher of Foreign Languages, St. Petersburg International School (St. Petersburg, Russia). E-mail: felde_olja2004@mail.ru

Igna O.N. – D. Sc. (Education), Professor, Department of Foreign Languages, Tomsk State Pedagogical University (Tomsk, Russia). E-mail: onigna@tspu.edu.ru

Received 19 February 2018