Designing Technology of English Language Teaching Content Based on International Component

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Abstract

This paper aims to develop designing technology of English language teaching content for students at higher education institution in the context of education internationalization. It highlighted the analytical, pre-designing, designing and correction-implementation stages as well as their successive phases to achieve a specific goal, i.e. English language teaching content designing in terms of international component. The materials of this paper are of practical value for teachers of foreign languages in the selecting and structuring the language teaching content in the context of education internationalization.

Keywords: technology, language teaching content designing, English language, internationalization of education

1. Introduction

The processes of education internationalization require introducing of new standards in the field of language education, developing of appropriate curricula, designing technology of foreign language teaching content taking into account both national and foreign experience in this field (Grigoryeva, 2007). In this regard, the problem of foreign language teaching content designing and its implementation at higher education institution in the context of education internationalization is one of the most important issues of the modern national pedagogic.

Any process of result achievement involves passing a number of successive stages and phases of activity. In our study instructional designing is aimed at achieving a specific result, i.e. the design of foreign language teaching content for future economists in the context of education internationalization. It is a complex and multi-level object. Hence, its development technology will consist of successive, consecutive steps, stages and phases.

The Modern Dictionary of Foreign Words offers two meanings of this concept: 1) technology is a combination of processing methods, manufacturing techniques as well as changes in properties and shape of raw material or semi-finished products in the production process; 2) technology is a science of how to impact on raw material or semi-finished products by relevant instruments of production (Krysin, 2012). The Small Collegiate Dictionary defines the notion "technology" as a complex of processes and material manufacturing techniques in any branch; and as a combination of means and methods of any activity achievement (Lopatin & Lopatina, 1990).

Analysis of the above meanings of the notion "technology" allows us to conclude that the essence of this concept can be considered as a process of any activity achievement by using a combination of methods, tools and techniques.

2. Methodological Framework

Our designing technology of English language teaching content is based on the following ideas: the idea of prospect advance which involves forecasting the proposed outcome (Bim, 2005); the idea of normalization which involves essential passing all stages of project designing; the idea of feedback which is based on obtaining information about efficiency of each project procedure and corresponding correcting of actions; the idea of productivity which involves necessity to obtain the result.

As the principles of foreign language teaching content designing we consider the following: principle of

goal-setting which involves foreign language teaching content designing in accordance with the requirements of specialist; principle of modularity which involves teaching content designing as a complex of interrelated and interdependent modules; principle of systemacity which allows to build the foreign language teaching content as a unity and at the same time effectively apply managerial actions for every substantial component; principle of stepping which involves gradual develop knowledge of foreign language; principle of dynamism which involves design of such content easily providing an opportunity for not labor-consuming changes according to the emerging needs of the individual, society and state.

3. Results

Our designing technology of English language teaching content for students in economics at higher education institution in the context of education internationalization is made up of four successive stages, phases and sub stages (Grigoryeva, 2008).

3.1 Analytical Stage

The first stage is analytical which is necessary to find the ideal compound and structure of English language teaching content. At this stage one collects socio-economic, socio-cultural and organizational and pedagogical information to prove the course structure and content of English language. The first stage consists of several phases.

The first phase of this stage involves the requirement analysis of future specialists associated with the development of society, the evolution of science and technology, the expansion of international ties. Professionally important knowledge, skills, qualities and characteristics of specialists in economics as well as training and policy documentation of university economic faculties are analyzed.

The second phase is to analyze the current requirements for language training of students in economics in the context of education internationalization.

The third phase involves the analysis of the dynamics of the linguistic world that takes into account the totally of beliefs about the world evolving into a unified system of opinions and rules as well as consideration of global trends in language education and changes of its content connected with globalization and Europeanization of language education.

The fourth phase is to clarify and specificate the main structural components of English language teaching content at present time.

The fifth phase is the analysis of foreign and native experience in English language standards, curricula and textbooks development for students in economics in order to identify their international component.

The sixth phase is the study of teachers opinions related to language teaching of future specialists in economics, about English language content in the context of internationalization processes.

As a result, the first stage identifies the key factors and trends affecting the professional activities of specialists in economics in terms of all spheres internationalization, specifies the main structural components of English language teaching content and determines the international aspect of the content.

3.2 Pre-Designing Stage

The second stage, pre-designing, involves the preliminary development of the project, i.e. the pre-selecting and structuring the English language teaching content in the context of education internationalization as well as the rationalization of organizational ideas, requirements, principles of English language teaching content selecting and designing. At this stage we also identify several phases.

The first phase involves the rationalization of organizational ideas, requirements for English language teaching content designing in the context of education internationalization.

The second phase involves the rationalization of the principles of English language teaching content selecting and designing for students in economics at higher education institution.

The third phase involves language teaching content selecting at higher education institution contributing to the origination and development of new students' needs while studying this discipline in the context of education internationalization:

1) the consideration of English Language discipline as a system, i.e. the selection of host of specific interacting elements in a logical sequence. One of the urgent problems of English language teaching content selecting is the question of how to provide such an organization of the material which would allow combining the communicative approach to learning with the teaching material systematization. That is, on the one hand, one

uses a variety of language tools for the adequate expression of the utterance communicative meaning and, on the other hand, one presents language material in the form of linguistic rules dividing it into groups according to the subjects studied. This problem is extricated in the organization of selected teaching content, mainly lexical and grammatical material.

Curricula development and sequencing of the introduction and acquirement of a linguistic phenomenon requires studied language material grading according to certain parameter, for example the degree of difficulty (Kolesnikova & Dolgina, 2001).

In foreign theory and practice natural order and lock-step grading are identified. The natural order grading means that students acquire linguistic phenomena to the extent that these phenomena occur in spoken or written language. This approach to language learning imitates the mastery of the native language in vivo when the material is not graded by difficulty. The lock-step grading suggests a clear and strict order of language units' acquirement which is defined by curricula and is reflected in the teaching materials. This order means that the new phenomenon is introduced only on the basis of what has already studied. As an example of such learning process organization one can provide a sequence of mastering the Present Continuous which is introduced only after the verb "to be" learned in the present tense. It is believed that such material grading provides an implementation of common didactic principle "from simple to complex". It should be noted that the problem of "ease and difficulty" is complicated and diversified. In determining what phenomenon is easier or more difficult it is necessary to take into account a number of factors. In the native theory and practice these issues are resolved in the methodological classification development of the material to be studied.

2) the structure and organization determination of the language course elements, the development of interactions between them related to the selection of topics and the determination of their sequences as well as the achievement of intrasubject ties at the level of topics.

Thematic section is an essential component of English language teaching content at non-language higher education institution. The importance of the topic as a part of content determines its properties such as: the ability to reflect the separate spheres and situations of extra linguistic reality and knowledge of it; the ability to organize and structure both the lexical material according to the content area of communication and the whole process of speech development (its production and recognition) in a meaningful sense; the ability to select and organize texts; the ability to select and organize the paralinguistic information sources.

For example, the thematic module "Company economic activity" studied in the second year promotes the acquisition of general economic and basic terminology of the business world that is enriching the language competence of students. The aim of the module is to develop the following skills: understanding and use of general economic and business terminology, the presentation of the company, its corporate culture characteristics, the analysis of the company financial position, the report making on company's activity. Within this module the following topics are determined: "The modern company and everything about it", "Types of businesses", "Management" and others. Students gain a variety of skills needed in business studying these topics: preparing for interviews, presentations, business negotiations, drawing up business documentation.

While teaching different types of speech for foreign language communicating a topic may have different functions that are performed in various actions. For example, when teaching speaking and writing, a topic can suggest a plan of utterance and required language material for its expansion. In teaching reading and listening, a topic is fixed in the content area of the text and in language material. Often the topic is given in the title of the text, and then, its content as well as its language material and the title allow predicting and better understanding the text.

Within the topic one can group the real texts designed to teach listening, reading and probabilistic texts that should be generated in the course of an oral and written utterance according to the substantive content of these texts. It is the topic that allows correlation of these texts with non-language reality and our knowledge about it. Under this approach the text appears, on the one hand, as a form of educational information content organization within a particular topic and, consequently, as a source of extra-linguistic information adequate to the topic and means of its covering. On the other hand, the text is considered as a represent of specific language material carrying the linguistic information defined by the topic. We believe that to teach a foreign language one should use coherent texts. First, the texts facilitate information verbalization and representation of acts of communication; second, they act as speech samples that are placed in long-term memory and if necessary they can be used as a basis for more effective communication; thirdly, the texts are the source of information within the topic.

3) the international component identification of English language teaching content for students in economics

which include: a) motives, values and emotions which increase motivation to acquire foreign linguoculture, development of students' emotional and evaluative attitude to internationalization; b) knowledge which interprets the main humanity values in the context of internationalization of all life spheres; c) knowledge which touches upon global problems of nations interaction in multicultural world; d) knowledge which functions in cross-cultural communication of specialists in economics and is used in their professional scientific activity; e) cross-cultural and socio-cultural knowledge; f) communicative skills needed for cross-cultural communication in the context of internationalization; g) skills to think comparatively, change self-perception and consider native country in cross-cultural aspect; h) skills to choose ways of interaction with world around as well as transcultural experience.

The fourth phase of the second stage is to identify the external relations of the course through establishing its interdisciplinary connections with other disciplines.

In considering this issue, it should be emphasized that the university has often a problem of interdisciplinary connections actualization. Mostly, students differently acquire knowledge of each discipline which corresponds to subject-centered approach to the educational process. In practice the activity requires a complex usage of comprehensive knowledge and skills that, in our opinion, can be achieved by using an integrative approach. When teaching English language this problem can be solved by the integration of language and professional training of students in economics.

Thus, the interdisciplinary connections in learning English language is a compulsory element of the overall system of training students in economics fulfilling a core role in a foreign language course designing. Representing the main didactic means of interdisciplinary integration, they enable the integration of English language training and training in general cultural and economic disciplines as well as the development of professional identity of specialist in economics in the context of internationalization.

In establishing interdisciplinary connections time of study, the basic elements of specific topic content and then those elements of the other disciplines content are fixed. For example, a faculty member of English language analyzing the content of the module "International trade and economic relations" (the time of study – the fourth semester) identifies the following main topics: "Foreign trade and currency", "International Marketing", "International trade and economic negotiations" (vocabulary: money, foreign exchange transactions, ways of payment, types of accounts, banking system, etc.). They are closely related to the relevant sections of such disciplines as: "Global economy" (the world monetary system, exchange and financial payments), "Economics" (money, the banking system), "Finance, currency circulation and credit" (credit and banking system).

The next step is to analyze revealed ties with the view of determining the methods for interdisciplinary connections actualization. For instance, in this case it is possible to identify those disciplines that have already provided some professional knowledge on the issue as well as those where similar in content module "International trade and economic relations" of the discipline "English language" is studied at the moment or will be studied in future. Consequently, the knowledge that the future specialist will receive during English classes is based on specific knowledge of the specialty and will continue to increase and deepen transforming in professional knowledge and skills. The necessity to correlate and integrate similar knowledge and skills from different disciplinary fields allows creating a student's intellectual interdisciplinary skills as well as increases interest in studied disciplines. In general, it would contribute to the formation of the professional competencies of the future specialist in economics.

As a result, the second stage according to the requirements, ideas and principles of selecting and designing the English language teaching content carries teaching material structuring based on international aspects of its content.

3.3 Content Designing Stage

The third stage is designing which involves getting the result of English language teaching content designing. In this case, it is learning and methodological support of English language teaching content for students in economics in the context of education internationalization.

The first phase is to develop a learning and methodological support of English language teaching content for students in economics in the context of education internationalization.

The second phase is to develop the methodological recommendations for its use in the educational process of economic faculties at higher education institutions.

The result of the third stage is a learning and methodological support as the project of English language teaching content including curricula, training and methodological manual for students, research and methodological

manual handbook for teachers developed with the consideration of education internationalization.

3.4 Correction-Implementation Stage

The fourth correction-implementation stage is expected to discuss learning and methodological support, its experimental testing, correction and improvement, approval and implementation in the educational process of the higher education institution. The fourth stage of English language teaching content designing involves the realization of four main phases.

The first phase involves the discussion of the developed project of English language teaching content at different levels, namely, department meetings, round tables, seminars, scientific conferences on updating the foreign language teaching content in modern conditions.

The second phase consists in project developers collecting, analyzing all incoming information about it and project improvement on its basis.

The third phase is to develop an algorithm of learning and methodological support implementing in the educational process of higher education institution as a result of designing the English language teaching content in view of the education internationalization.

The fourth phase involves the introduction of training and methodological support of English language teaching content into educational process of higher education institution.

The result of the fourth phase is the adoption and implementation of learning and methodological support as a result of designing the English language teaching content in the context of education internationalization.

Developing designing technology of English language teaching content in the context of education internationalization one should focus on the fact that we offer the designing stages, in our opinion, which are flexible and can be used in other educational institutions. As to our proposed designing stages in each region, higher education institution they can have their own specifics which will reflect the characteristics of the region, the specifics of the institution as well as the features of the foreign language teaching content due to the specialties proposed by higher education institution.

Thus, the essence of designing the English language teaching content in the context of education internationalization is: 1) to identify a complex of professional knowledge, skills and qualities of specialist in economics which is the starting point of designing; 2) to actualize the organizational and pedagogical status of design object in modern conditions; 3) to justify the essence and structure of foreign language teaching content in the context of education internationalization; 4) to identify organizational ideas, principles, stages and phases of designing.

4. Discussion

Analysis of psychological and pedagogical literature demonstrates that many Russian researchers describe pedagogical technology by the following features: algorithmics, manageability of pedagogical process, correcting (the possibility of feedback), visualization (the ability to use a variety of teaching tools), economical efficiency (including, on the one hand, strict control of the sacrificial time and mastery of a faculty member, and, on the other hand, the consideration of expired tools) (Bespalko, 1995; Klarin, 1989; Talyzina, 1986; Chernilevsky, 2002; Masalimova et al., 2014).

Analysis of psychological and pedagogical literature shows that different authors identify different stages and phases of pedagogical technology. V. S. Bezrukova highlights the following procedure of a faculty member activity as a technology of pedagogical designing: 1) the analysis of the designing object; 2) the choice of designing form; 3) the theoretical support of designing; 4) the methodological support of designing; 5) the spatiotemporal support of the project; 6) the legal support of the project; 7) the development of the project; 8) the selecting system-forming factor; 9) the establishment of relationships and dependencies of the components; 10) the paper writing; 11) the quality control of the project; 12) the mental experimentation of the project appliance; 13) the expert evaluation of the project (Bezrukova, 1994).

N. Y. Postalyuk highlights the following set of phases of the pedagogical designing technology. They are generalized in units of designers' activity. The analytical unit: the first phase is the analysis of the situation. The conceptually-predictive unit: the second phase is the conceptualization; the third phase is the problem formulation; the fourth phase is the development of project ideal. The unit of constructivization: the fifth phase is the project schematization; the sixth phase is the object constructivization. The goal-setting unit: the seventh phase is the pedagogical design formulation; the eighth phase is the goal-setting. The procedural-technological unit: the ninth phase is the activity planning and programming. The unit of resources provision: the tenth phase is

the resources analysis; the eleventh phase is the evaluation of project commercial attractiveness and its competitiveness in the educational market. The project management unit: the twelfth phase is the creation of project management system (Postalyuk, 1997).

It should be noted that the designing foreign language teaching content involves not only the implementation of successive stages and phases of designing activity, but also the use of scientific methods of its selection. Thus, B. S. Gershunsky believes that the research aimed ultimately at the selecting the teaching material must undergo a series of stages: the first is goals substantiation; the second is the prognostic selection of teaching content; the third is the teaching content classification; the fourth is the qualification characteristics, curricula and syllabus development; the fifth is the operational correcting of program documentation (Gershunskii, 1980).

The studies of N. A. Chitalin the technology of teaching content designing also includes five stages: 1) the modeling of specialist professional activity; 2) the array determination of qualities necessary for a successful professional activity and for systematization of knowledge, skills and personal qualities; 3) the teaching content structuring for educational, special and professional; 4) the objective systematization of educational content; 5) the teaching material formation (Chitalin, 1993).

Analysis of the literature allows us to conclude that the technologies of teaching content designing proposed by different scientists are of great interest for our research. However, they are designed without including education internationalization. Considering given view points on the stages sequence of pedagogical designing, we propose the designing technology of foreign language teaching content for students in economics in the context of education internationalization. Its basis is formed from the following concepts: the idea of prospect advance which involves forecasting the proposed outcome; the idea of normalization which involves essential passing all stages of project designing; the idea of feedback which is based on obtaining information about efficiency of each project procedure and corresponding adjustment of actions; the idea of productivity which involves necessity to obtain the result.

5. Conclusion

Designing technology of English language teaching content developed by us in the context of education internationalization includes the following successive stages and phases:

1) the analytical stage which includes: the requirement analysis of future specialists in economics; the analysis of current requirements for language training of students; the analysis of the linguistic world dynamics; the specification of the main structural components of English language teaching content; the analysis of foreign and native experience in English language standards, curricula and textbooks development in order to identify the international component of their content; the study of teachers opinions related to language teaching of future specialists in economics;

2) the pre-designing stage which involves the rationalization of organizational ideas, requirements, principles of English language teaching content designing; the language teaching content selecting; the identification of the interdisciplinary connections of the course; the identification of international component of English language teaching content;

3) the designing stage which involves the development of learning and methodological support of English language teaching content for students in economics in the context of education internationalization as well as the methodological recommendations for its use;

4) correction-implementation stage which involves the discussion of the developed project of English language teaching content at different levels; the collecting, analyzing all incoming information about it and project improvement on its basis; the development of an algorithm of learning and methodological support implementing in the educational process of higher education institution as a result of designing the English language teaching content in view of the education internationalization; the introduction of training and methodological support of English language teaching content into educational process of higher education institution.

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