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Thinking Globally: Ict Teaching Perspectives

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Abstract

This work was encouraged by the contemporary global processes taking place in the world labor market. These processes impose new demands on the modern specialists, and in particular on the future teachers of foreign language. These changes lead to the necessity of modernization of the foreign language education targeted at the development of the competences necessary for the teachers of «the new formation». Current study was aimed at examination of the effectiveness of the implementation of ICT for the development of the cross-cultural professionally reflective competence. This research lasted for two months and involved two groups of third-year future teachers of a foreign language taking the ESP course. The research participants comprised 15 students in control group (CG) and 16 students in experimental group (EG). In the course of the study CG was taught according to the standard ESP syllabus with the use of the ESP course-book. In EG in addition to the standard program was implemented ICT. The research results were obtained from the comparison of the EG and CG course achievements by means of pre- and post-tests. The research results have shown that the use of ICT in the foreign language teaching facilitates the development of the cross-cultural professionally – reflective competence.

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1. Introduction

The globalisation of the world labour market is leading to the need for changes in our traditional life setting. The rapid pace of development in the processes of international integration requires an increase in the amount of well-educated specialists. The entrance of Kazakhstan onto the international scene of socio-economic market relations leads to the necessity of undertaking obligations to the global community. These obligations also impact on the sphere of education.

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One of the main goals of the Governmental Programme for the Development of Education in the Republic of Kazakhstan for 2011-2020 (2010) is the training of highly qualified specialists in the sphere of ICT. There are also great gains planned in the professional development of future teachers of foreign languages because these languages are an important instrument of international cooperation. Under the given circumstances there is a strong need for the modernisation of the system of foreign language education.

Thus, the traditional educational system targeted at the development of students' knowledge is losing its authenticity and is gradually being substituted with approaches which lean towards teaching that is focused on the development of the students' personalities, leading in turn to creative self-expression. That is why our goal is the introduction of a new educational model which leads to specialists of the new approach who will possess the requisite competences that guarantee their ability to meet the demands of the world's labour market.

The introduction of the competence approach into the modern system of foreign language education allows for the development of the system of competences necessary for the teacher of a foreign language of the new formation because it is based on the humanitarian and culture-oriented methodologies (Kunanbayeva, 2010). We assume that the implementation of the modern Information and Communication Technologies (ICT) will contribute to the process of the modernisation of Kazakhstani foreign language education and facilitate the development of the set of competences necessary for the future teacher of the foreign language.

For this reason, current research is being steered towards an examination of the impact of ICT on the development of the cross-cultural professionally reflective competence of the future teacher of the foreign language. The general research method for this study is an experiment aimed at estimating the effectiveness of the stage-by-stage implementation of the process of development of the cross-cultural professionally reflective competence as an integral part of the professional development of the future teacher of the foreign language. We will present the research objectives and hypothesis for the current study. After that there will be a description of the participants and the research site, the method and procedures of data collection and analysis, followed by the presentation and discussion of the research findings.

2. Research Objectives

The main objectives of the current study were – professionally reflective:

- to specify the theoretical model of the development of the cross-cultural professionally reflective competence of the future teacher of the foreign language through the use of ICT in context-based teaching (Bordovskaya, 2011);
- to empirically check the effectiveness of the use of ICT in foreign language teaching for the development of the cross-cultural professionally reflective competence of the future teacher of a foreign language.

3. Research Hypothesis

The leading research hypothesis was that the process of the development of the cross-cultural professionally reflective competence of the future teacher of a foreign language would be more effective if:

- the foreign language education was based on competence, learner-centred and cognito-linguo-cultural approaches;
- the leading technology was the use of ICT in professional-context teaching;
- a mechanism to initiate context-based communication goals and operational settings was used.

Then, there would be the development of the cross-cultural professionally reflective competence leading to the final achievable learning outcome – the development of the mediator of intercultural communication, “who is capable of adequate intercultural communication in various vocational and daily situations, and who is aware of the communicative-behavioural culture and the national mentality of native speakers, possible where teaching occurs outside the linguocultural and sociocultural environment, due to the realisation of the cognito-linguocultural, learner-centred and competence approaches”. (Kunanbayeva, 2010).

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