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Features of teaching social humanitarian disciplines at the university for students studying in English

The article is devoted to the description of the research conducted within the framework of teaching the course "Political Science" at the Karaganda Medical University using CLIL (Content and Language Integrated Learning) technology. In the last decade, CLIL technology has become widely used. This is a dual educational approach in which an additional language is used to study and teach a general education subject, both its content and language. Authentic materials have a special role in this approach. They help to enrich students' learning experience, broaden their horizons and acquire knowledge not only about the subject, about the contextual interdisciplinary environment, but also about specific terms in the study of the subject and their use within authentic texts. The study involved 2nd-year students of the International Medical University of the educational program "General Medicine" studying in English. To conduct the study entrance and final tests were developed to assess the level of understanding of authentic texts, as well as five lessons with tasks using authentic texts. According to the results of the work the positive dynamics of the understanding of authentic texts was observed in all students to varying degrees. It should be noted that in the oral survey students repeatedly expressed interest in the prepared tasks with Indian content, which undoubtedly confirms the high motivation of students to the developed lessons with authentic material, and, consequently, to the subject and language being studied, which can serve as an incentive for further development and use of this experience.

Keywords: authentic materials, political science, CLIL, foreign students, foreign language, teaching methods, lexical skills, social science, research.

Introduction

The interest in the use of authentic materials in language learning in the late 20th and early 21st centuries make this problem relevant, especially with the use and popularity of CLIL technologies at the present time [1]. Although the overwhelming number of researchers consider it necessary and useful to use authentic materials in language learning however disputes about the selection criteria, the adequacy of texts to tasks, the quantity and quality of their use continue to this day [2, 3]. There is no consensus among linguists on this issue. The problem of authenticity re-emerged in the 1970s as a debate between Noam Chomsky (an American linguist) and Dell Himes (an American linguist), which led to the realization that communicative competence requires much more than knowledge of language structures [4, 5]. So contextualized communication began to prevail over form. This fact led to the invention of an approach that, at least in teaching English as a foreign language still prevails and is called the communicative way of learning. The pedagogical movement associated with CLIL has gained strength on a global scale over the past decade [6]. Curriculum document in other languages can enrich the learning experience of students expand their linguistic skills and knowledge base as well as provide interdisciplinary multilingual education that meets the goals for citizens of the 21st century [7]. Our research can become one of the opinions in the piggy bank of different points of view on this topic and can be used as a methodological guide for seminars for foreign students studying in English [8]. *The purpose of our research* was to study the effectiveness of using authentic texts of social and political topics in practical class of Political science for foreign students studying in English. *The objective of research* is the following:

1) to research and select modern social and political authentic materials on such topics: political power, political parties, political leadership, the state and political culture.

2) to plan the methodology of class conducting using authentic materials of social and political topics;

3) to formulate questionnaires on the effectiveness of using authentic materials for students of the International Medical Faculty;

4) to collect and analyze the data obtained with confirmation or refutation of the hypothesis.

Experimental

26 2nd-year students of MMF MUK took part in the experiment. The study was conducted long distance using the Google Forms cloud online service, designed to create feedback forms, online tests and surveys. Except this the Platonus automated information system used in universities and colleges for distance learning technology was applied. Distance classes were held on the Cisco Webex platform. It is a service for holding conferences and meetings online with audio, video communication and collaboration tools for working on documents. The articles of such online publications as The New Indian Express, The Indian Express, Hindustan Times and others were presented by the students. The experiment had three stages such as ascertaining, forming and control.

At this stage of the study students were given two input tests. They were offered in Google forms and were held with a break of several days. For the first ascertaining stage of research descriptive type of the students' verification input was chosen. Student answers the question in his own words describing the situation and answering the question posed. This has allowed him to use exactly the kind of vocabulary for public discourse. It also allowed us to identify the level of use of the appropriate vocabulary by students. The next type of research is matching which was used in the second input testing. This is a common type of assignment found in English textbooks and therefore understandable.

For the second stage of the experiment five basic topics were selected in the discipline "Political Science" and in the framework of this discipline five lessons with tasks were compiled. The next topics were chosen "Political power", "Political parties", "Political leadership", "State" and "Political culture". Such topics as "Political leadership" and "Political parties" were most liked by students because students are usually attracted to successful and world-famous politicians. This group of students was no exception. For them in the topic "Political Leadership" was used an article titled "200 Indian-origin people occupy leadership positions in 15 countries, 60 hold Cabinet ranks". Students from India are very proud of their successful compatriots in the country and abroad. They are extremely patriotic. For the topic "Political parties" we selected the article "AIMIM to begin political journey in Andhra with municipal elections". Indian students as a rule know the major political parties and movements with the program in their country. The final part of the research involved a control test consisting of 5 tasks where the participants had to read the text, highlight the main idea and write it down in one sentence. More than half of the respondents coped with the task of 19 students (73 %) and correctly conveyed the main idea of the text. They widely used a vocabulary determined the main facts. The 7 students (27 %) made mistakes in the formulation of thoughts and presentation of facts expressed by the insufficiency of social and political vocabulary.

Results and Discussion

Reading and analysis of authentic texts (newspapers, magazines, popular science texts, etc.) within the framework of seminars stimulate the process of automating the recognition, memorization and use of political vocabulary by foreign students studying in English, which will make the process of teaching political science the most effective.

According to the results of the first stage of the study, out of 26 students surveyed, 10 people (40 %) correctly identified the main idea of the text. Students used synonyms, paraphrased and correctly conveyed the main idea of the source text, accurately identified individual facts. These 10 people coped with the task. The rest of the students 16 (60 %) could not accurately convey the original idea of the text. Individual errors were made that disrupted communication. The sequence of the narration was broken and the limited vocabulary was noticed. Students have not been able to use vocabulary correctly to express their thoughts or do not have the necessary vocabulary.

The next stage of the input test involved comparing the original phrase of socio-political topics in English with paraphrased and similar phrases. Students were asked to choose from five options those that they consider similar in meaning. Of the 26 foreign students, 9 (35 %) chose the correct answers, 14 (54 %) chose partially correct answers; the remaining 3 (11 %) students did not choose any appropriate answer.

Based on the described results of the first stage of the experiment it can be concluded that the majority of respondents do not have the appropriate political terminology at the proper level for the full mastery of the discipline "Political Science". In addition, at the start of the study they have a low level of vocabulary in

general to express their position and understand the print media representing review and analytical articles on social and political topics.

According to the results of the second or formative stage of the experiment, all 5 themes of tasks can be conditionally represented as follows.

19 students (73 %) did well the task of compiling a sentence with the studied phrases, and 7 students (27 %) made obvious mistakes.

The second task was to fill in the missing places in the text with the studied phrases, 18 students (70 %) completed without errors. 2 students (7 %) made 1 mistake, 6 (23 %) made two or more mistakes.

The next task is to express an opinion about the read text using the studied phrases, 20 students (77 %) used the necessary concepts and made correct sentences reflecting their point of view. 6 students (23 %) did not use the suggested phrases and they were unable to clear formulate their own vision of the situation.

And the last task is to give a name to parts of the text, out of 26 respondents, 16 students (61 %) correctly reflected the idea written in the paragraph. 10 (39 %) students failed to accurately formulate the main idea of the text.

Thus, the most successful students coped with the task of expressing their point of view. The least successful students did the task with subheadings of paragraphs.

Finally, the final stage of the study involved a control test, consisting of 2 stages. In the first stage of the final test, more than half of the respondents completed the task, that is, 19 students (73 %) correctly conveyed the main idea of the text, used a wide vocabulary, and determined the main facts. 7 students (27 %) made mistakes in formulating thoughts and presenting facts, expressed by the insufficiency of social and political vocabulary (See Fig. 1 Diagram 1).

In the final test of the second stage, it was supposed to compare the original phrase of socio-political topics in English with paraphrased ones that have a similar meaning. Students were asked to choose from five options those that they consider similar in meaning. In the final test, 15 (58 %) chose the correct answers, 10 (38 %) chose part of the correct answers, 1 (4 %) student did not choose any suitable answer (See Fig. 1 Diagram 2).
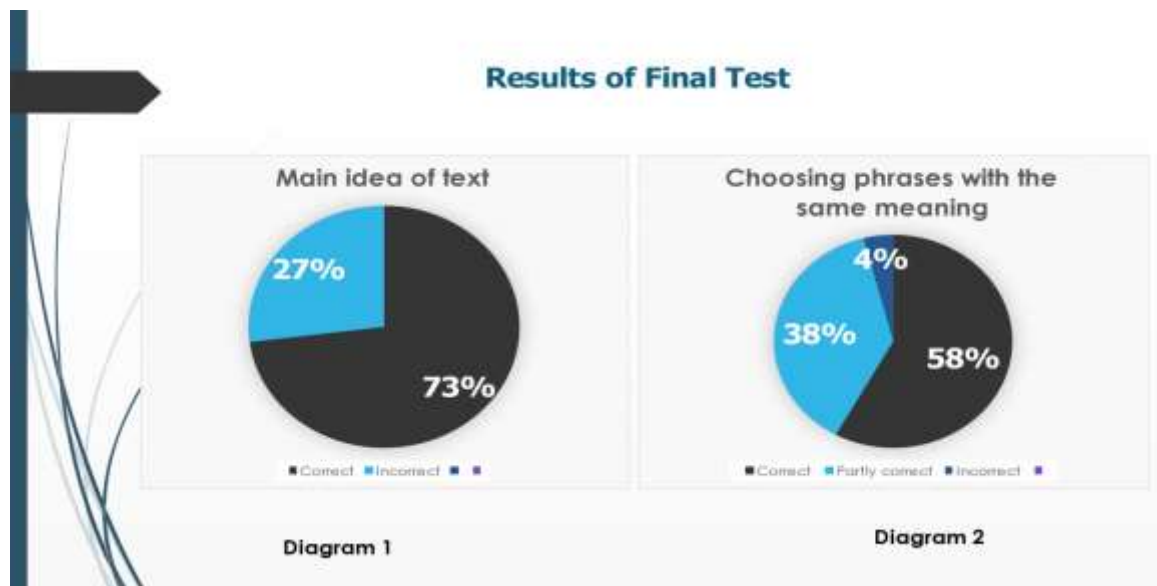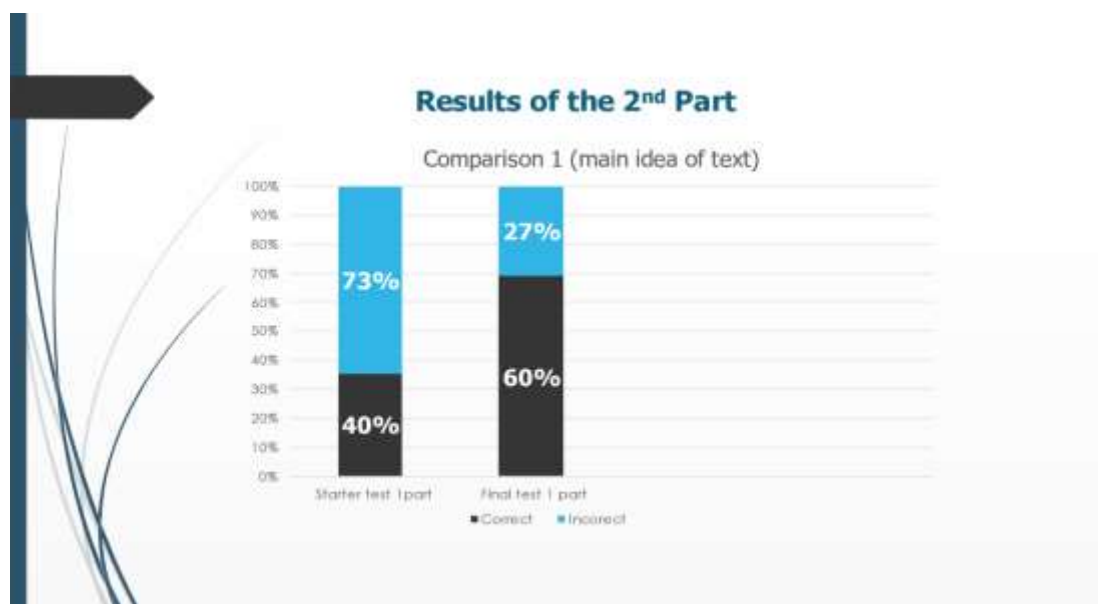

Figure 1 Results of Final Test.

In addition, we carried out a comparative analysis of the first (stating stage of the experiment and the final stages of the study). In comparison with the test of the initial level, the data of the first task of the final test will change in the following ratio: 10 (40 %) — 19 (73 %) did not make mistakes, 16 (60 %) — 7 (27 %) made mistakes (Fig. 2).

Figure 2 Results of the 2ⁿᵈ Part. Comparison 1.

In comparison with the test of the initial level, the data of the second task of the final test show changes in the following ratio: 9 (35 %) — 15 (58 %) chose the correct answers, 14 (54 %) — 10 (38 %) chose part of the correct answers, 3 (11 %) — 1 (4 %) students did not select any suitable answer. In general, we can note the positive dynamics that is observed from the beginning to the end of the pilot study (Fig. 3).
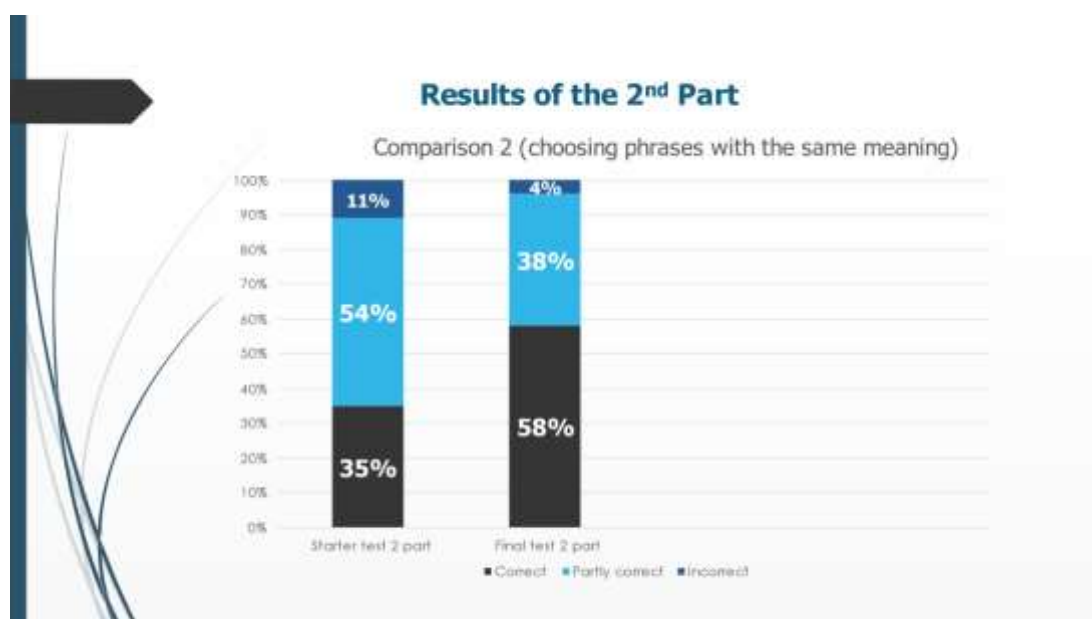
Figure 3 Results of the 2ⁿᵈ Part. Comparison 2.

Conclusions

Experimental work on the study of the development of lexical skills of socio-political topics based on authentic texts was carried out at Karaganda Medical University. The experiment involved 26 2nd year students of the foreign department of the specialty "General Medicine", in particular, foreign students from India studying in English.

For the experiment, tests of the initial and final levels were developed that assess the level of understanding of authentic texts, as well as five lessons with tasks using authentic texts.

As the study showed, the positive dynamics of understanding authentic texts was observed to varying degrees in all students. It should be noted that in the oral survey, students repeatedly expressed interest in

prepared tasks with Indian content, which undoubtedly confirms the high motivation of students for the developed lessons with authentic material, and, consequently, for the subject and language being studied, which can serve as an incentive for further development and use of this experience.

As a result of the experiment, the hypothesis put forward was confirmed: the authentic materials and concepts of socio-political topics in English that we selected allow students to effectively memorize the material received and apply the acquired knowledge in practice. Interest, being one of the types of motivational formations, contributes to the formation of externally organized motivation, therefore, it is the goal to which the use of the proposed means and teaching methods is subordinated [9].

In addition, student motivation is one of the important factors in learning, which, along with others, affects the result. In this regard, the use of authentic materials is of genuine interest to students, as they relate to their own country. Authentic materials make it possible to include the factor of emotionality in the educational process, can serve as a model, and be applied by other teachers in their work using CLIL technology [10].

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Ю.Г. Осинцева, О.А. Ковтун, Г.Г. Алиева, А.У. Каталбаш

Ағылшын тілінде оқитын жоғары оқу орындары студенттеріне әлеуметтік-гуманитарлық пәндерді оқытудың ерекшеліктері

Мақала CLIL технологиясын қолдана отырып, Қарағанды медицина университетіндегі «Саясаттану» курсын оқыту аясында жүргізілген зерттеулердің сипаттамасына арналған. Соңғы онжылдықта CLIL (Content and Language Integrated Learning) технологиясы кеңінен қолданыла бастады. Бұл жалпы білім беретін пәнді, оның мазмұнын да, тілін де үйрену және оқыту үшін қосымша тіл қолданылатын қос білім беру тәсілі. Бұл тәсілде түпнұсқа материалдар ерекше рөл атқарады. Материалдарды сабақта қолдану студенттердің оқу тәжірибесін байытуға, олардың ой-өрісін кеңейтуге және пән туралы, контекстік пәнаралық орта туралы ғана емес, сонымен қатар пәнді зерттеудегі нақты терминдер және оларды түпнұсқа мәтіндер ішінде пайдалану туралы білім қорын алуға көмектеседі. Зерттеуге Қарағанды медицина университеті халықаралық медицина факультетінің ағылшын тілінде оқитын «Жалпы

медицина» білім беру бағдарламасының 2-курс студенттері қатысты. Зерттеуді жүргізу үшін түпнұсқалық мәтіндерді түсіну деңгейін бағалауға арналған қабылдау және қорытынды тестілер әзірленді, сонымен қатар бес сабақтан түпнұсқалы мәтін тапсырмалары қолданылды. Жұмыстың нәтижелері бойынша барлық студенттер арасында түпнұсқалық мәтіндерді түсінудің оң динамикасы әртүрлі дәрежеде байқалды. Айта кету керек, ауызша сауалнамада студенттер үнді контенті бойынша дайындалған тапсырмаларға бірнеше рет қызығушылық танытты, бұл студенттердің түпнұсқа материалмен әзірленген сабақтарға, яғни оқытылатын пәнге және тілге деген жоғары ынтасын растайды, бұл тәжірибені одан әрі дамытуға және пайдалануға ынталандыру бола алады.

Кілт сөздер: түпнұсқалық материалдар, саясаттану, CLIL, шетел студенттері, шет тілі, оқыту әдістері, лексикалық дағдылар, эксперимент, әлеуметтік ғылымдар.

Ю.Г. Осинцева, О.А. Ковтун, Г.Г. Алиева, А.У. Каталбаш

Особенности преподавания социально-гуманитарных дисциплин для студентов в университетах, обучающихся на английском языке

Статья посвящена описанию исследования, проведенного в рамках преподавания курса «Политология» в Медицинском университете Караганды с использованием CLIL технологии (Content and Language Integrated Learning). В последнее десятилетие стала широко применяться технология CLIL. Это двойной образовательный подход, при котором дополнительный язык используется для изучения и преподавания общеобразовательного предмета, как его содержания, так и языка. В этом подходе аутентичные материалы имеют особую роль. Они помогают обогатить учебный опыт студентов, расширить их кругозор и приобрести багаж знаний не только о предмете, о контекстном междисциплинарном окружении, но и о специфических терминах в изучении предмета и их использовании в рамках аутентичных текстов. В исследовании приняли участие студенты 2-го курса международного медицинского факультета указанного выше университета образовательной программы «Общая медицина», обучающиеся на английском языке. Для проведения исследования были разработаны входной и финальный тесты, оценивающие уровень понимания аутентичных текстов, а также пять уроков с заданиями с использованием аутентичных текстов. По итогам работы положительная динамика понимания аутентичных текстов в разной степени наблюдалась у всех учащихся. Следует отметить, что в устном опросе студенты неоднократно выражали интерес к подготовленным заданиям с индийским контентом, что, несомненно, является подтверждением высокой мотивации учащихся к разработанным урокам с аутентичным материалом, а, следовательно, и к изучаемому предмету и языку, что может служить стимулом для дальнейшей разработки и использования данного опыта.

Ключевые слова: аутентичные материалы, политология, CLIL, студенты-иностранцы, иностранный язык, методика преподавания, лексические навыки, эксперимент, социальные науки.

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