

# ПЕДАГОГИЧЕСКИЙ И МЕТОДИЧЕСКИЙ МЕНЕДЖМЕНТ ПРИ ОБУЧЕНИИ ИЯ

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Старкова Д.А. «Теория и методика  
преподавания иностранного  
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# План лекции 1

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1. Современные требования к преподавателю ИЯ – составляющие профессиональной компетентности
2. Управленческая составляющая ПК преподавателя ИЯ
3. Основные понятия педагогического и методического менеджмента
4. Управленческий цикл и основные управленческие методические умения учителя ИЯ

# John Dewey (1859-1952)

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- the art of ... giving shape to human powers and adapting them to social service, is the supreme art; one calling into its service the best of artists (The school and social progress, 1897)



# Современные требования к учителю ИЯ – составляющие профессиональной коммуникативной компетентности

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- Компетентностный подход (причина возникновения, отличие от традиционного подхода к обучению)
- Профессиональная компетентность (определения разных ученых: Марковой А.К., Митиной Л.М., Кузьминой Н.В.)
- Профессиональная компетентность учителя ИЯ и профессиограмма

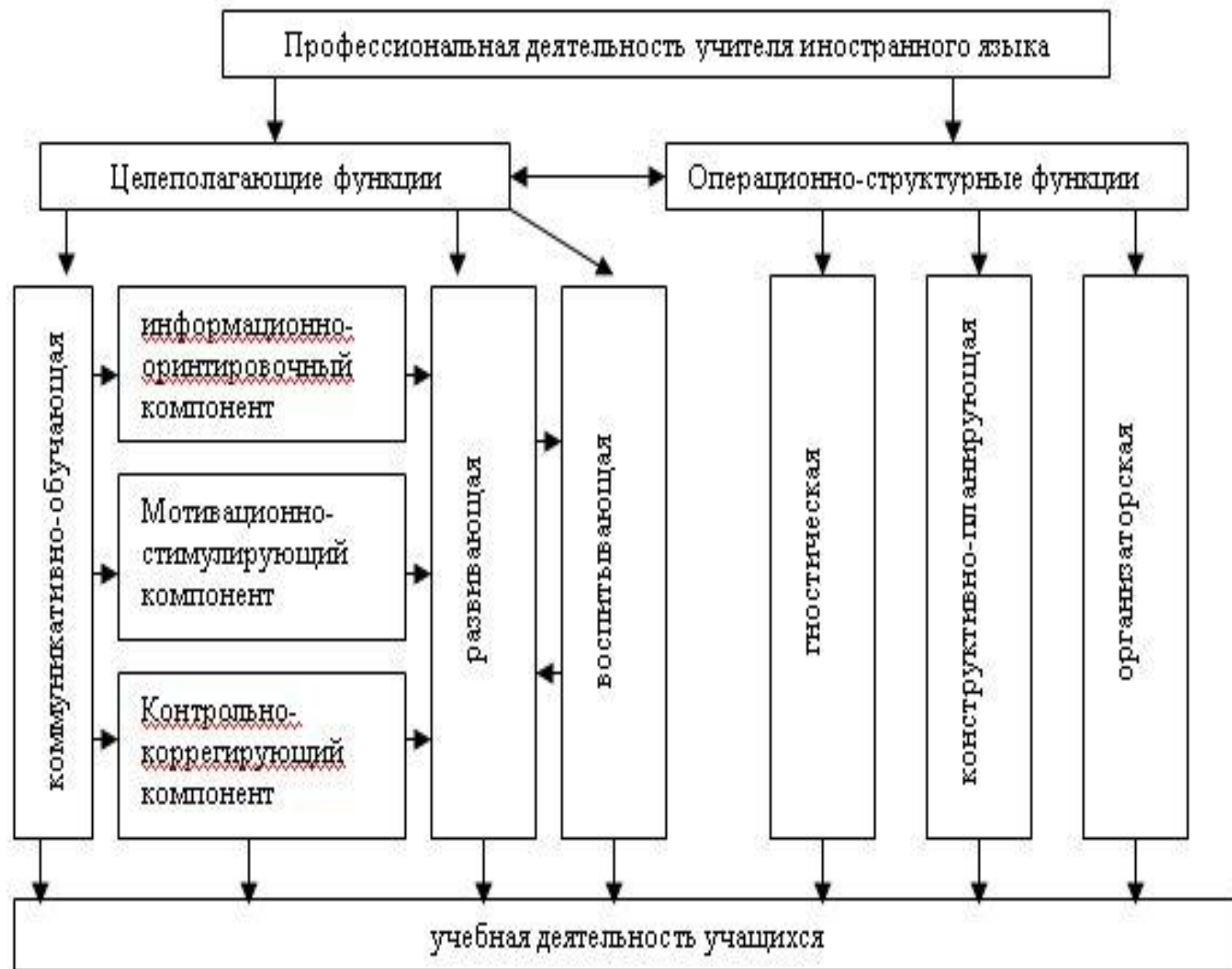


Рис. 1 Педагогические функции учителя иностранного языка

# Управленческая составляющая профессиональной компетентности учителя ИЯ

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- Составляющие ПК учителя
- Управленческая составляющая ПК учителя
- Управленческая компетентность учителя
- Управленческий подход в образовании

# Основные понятия педагогического и методического менеджмента

- 3 позиции определения понятия «управление»
- Педагогическое управление
- Методическое управление
- Менеджмент
- 3 уровня менеджмента в образовании
- Связь понятия «менеджмент» с понятием «эффективность»

# Основные понятия педагогического и методического менеджмента

- Принципы управления процессом обучения ИЯ
- Организация и управление
- Руководство и управление
- Стили руководства
- Функции управления
- Управленческие методические умения

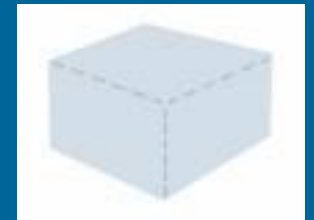
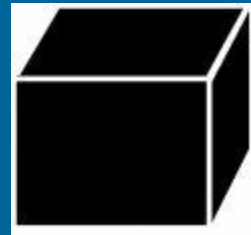


# Виды управления процессом обучения

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- **Разомкнутое (традиционное) – нет обратной связи и регуляции процесса. Дается лишь задание и проверяется результат выполнения.**

- **Замкнутое или цикличное**



**ПЛАНИРОВАНИЕ**

**РЕФЛЕКСИЯ**

**МОТИВИРОВАНИЕ**

**КОНТРОЛЬ И  
КОРРЕКТИРОВАНИЕ**

**ОРГАНИЗАЦИЯ**



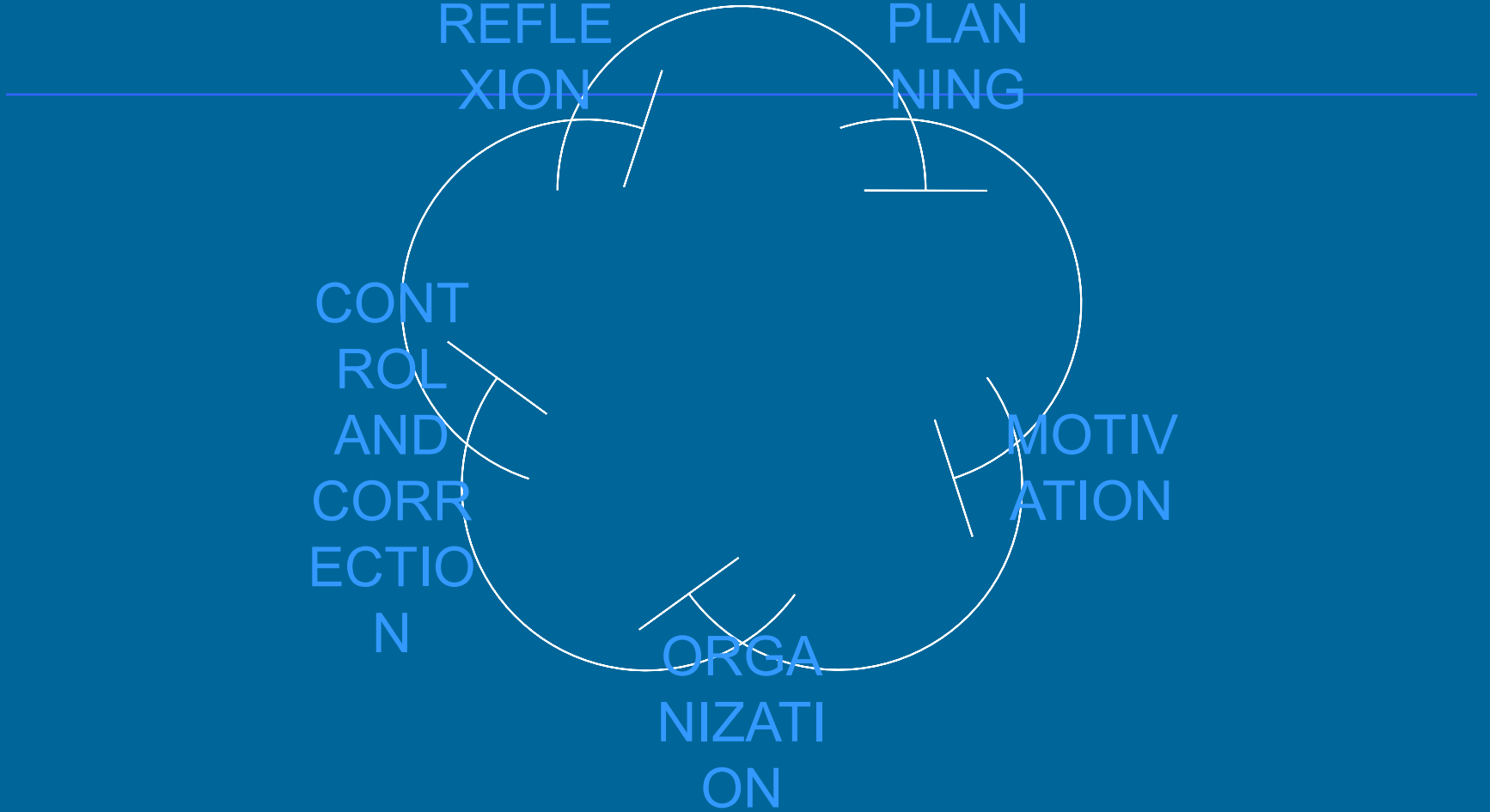
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# Planning

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Wording the aim: discussion, prioritizing, ranking, note-taking

Thinking over ways of aim achievement and resources: discussion, listing, prioritising, ranking, table-filling, mind-mapping, note-taking

Determining characteristics of the final product and criteria of assessment: association, listing, description

# Motivating skills

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- 1) Formulation of problem
- 2) Formulation of aim
- 3) Interesting process of problem solving

# Motivating techniques to help the teacher to formulate a problem

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- Debates
- Discussion
- Problem Solving
- Questionnairing
- Quiz
- Test

# Motivating techniques to help the teacher to formulate the aim

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- Analysis
- Debates
- Illustration

# Motivating techniques to help the teacher make the process interesting

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- Decision making
- Discussion
- Extending ideas
- Problem solving



# Organizing Group Work Skills

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- 1) Distribution of students into groups
- 2) Distribution of roles and responsibilities
- 3) Group uniting

# Distributing students into groups techniques

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- Grouping according to some idea
- Leader's enrollment
- Expressing priorities

# Distributing roles and responsibilities techniques

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- Discussion
- Expressing priorities
- Listing
- Role-mapping
- Table filling

# Group uniting techniques

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- Teams competitions
- Groupmates learning activities

# Organization of work with information skills

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- Organizing students' search of information
- Organizing students' processing and selection of information
- Organizing students' product creation and presentation

# Organization of work with information techniques

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categorizing (grouping), comparing, compilation, description, discussion, information transfer, interview, linking, note-taking, questionnaire, studying resources, summary, survey, paraphrasing, prioritizing, table-filling, translation...

# Control and correction

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- **monitoring** – careful watching some situation and checking if everything is being done correctly over a period of time;
- **assessment** – 1) a process in which you make a judgment about a person or situation, 2) calculation about the cost or value of something;
- **correction** – a change in something in order to make it right or better

# Principles of Monitoring

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- **continuous**
- **scientific**
- **purposeful**
- **prognostic**
- **norm-referencing**



# Feedback

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giving students information about what actions have led to the necessary level of work fulfillment



# Formula of effective feedback (T. Russel)

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- 1) give students the opportunity to see what they have done**
- 2) give students the opportunity to see and realize the result of their actions**
- 3) together with your student agree on what must be changed**

# Self-control and self-correction

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**the ability of a person to regulate his (her) own action**



**the ability of a person to reveal and correct his (her) mistakes**

# The process of self-control development (M.E. Braigina)

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- 1) to learn to understand and accept the teacher's control**
- 2) to learn to observe and analyse the peers' studying activity**
- 3) to learn to observe one's own studying activity, its analysis, correction and assessment**

# Monitoring and self-correction techniques

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- **asking and answering questions**
- **table-filling**
- **observation**
- **interview**
- **comparing**
- **note-taking**
- **substitution**
- **reordering**
- **correction**
- **paraphrasing**
- **transformation**

# Assessment

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- **The process of measuring, quantifying, and/or describing aspects related to the attributes covered by the evaluation; the process of gathering information about performance, the measurement of the ability of a person or the quality or success**

# To provide assessment and self-assessment

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- **Comparing**
- **Level-determination**
- **Note-taking**
- **Observation**
- **Rating**
- **Table-filling**

# Correction

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**Aim: to stimulate correction of mistakes in the usage of the English language (grammar, vocabulary, speech, others) by students**

**Stimulating techniques:**

-  **underlining,**
-  **shaking head**
-  **repeating the phrase before the mistake**
-  **rules revision**
-  **skills drilling and practicing**



# Reflexive analysis

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- **Analysis** – a careful examination of some object in order to understand it better through studying its constituents
- **Reflexion** – introspection, i.e. the process of deeply thinking about your own thoughts, feelings, qualities, behaviour

# ORGANIZING REFLEXIVE ANALYSIS SKILLS

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- To organize the process of recollection of main actions in the whole activity
- To stimulate students'/learners' analysis of successful and problematic parts of work and determine one's own progress
- To make students/learners draw conclusions

# Organizing Reflexive Analysis Techniques

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**discussion, individual interview,  
individual report, listing, predicting,  
project documents studying,  
questionnairing, ranking, testing,  
table-filling**

Thanks for your  
attention!

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