

ПЕДАГОГИЧЕСКИЙ И МЕТОДИЧЕСКИЙ МЕНЕДЖМЕНТ ПРИ ОБУЧЕНИИ ИЯ

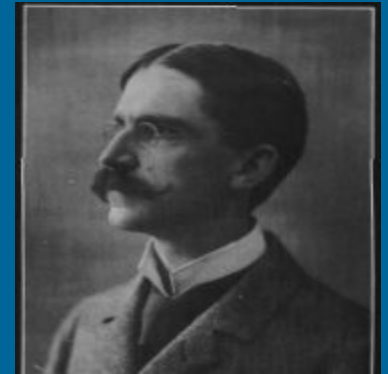
Старкова Д.А. «Теория и методика
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языка», 2014

План лекции 1

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)

- 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

- 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

- 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

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

- **Замкнутое или цикличное**



ПЛАНИРОВАНИЕ

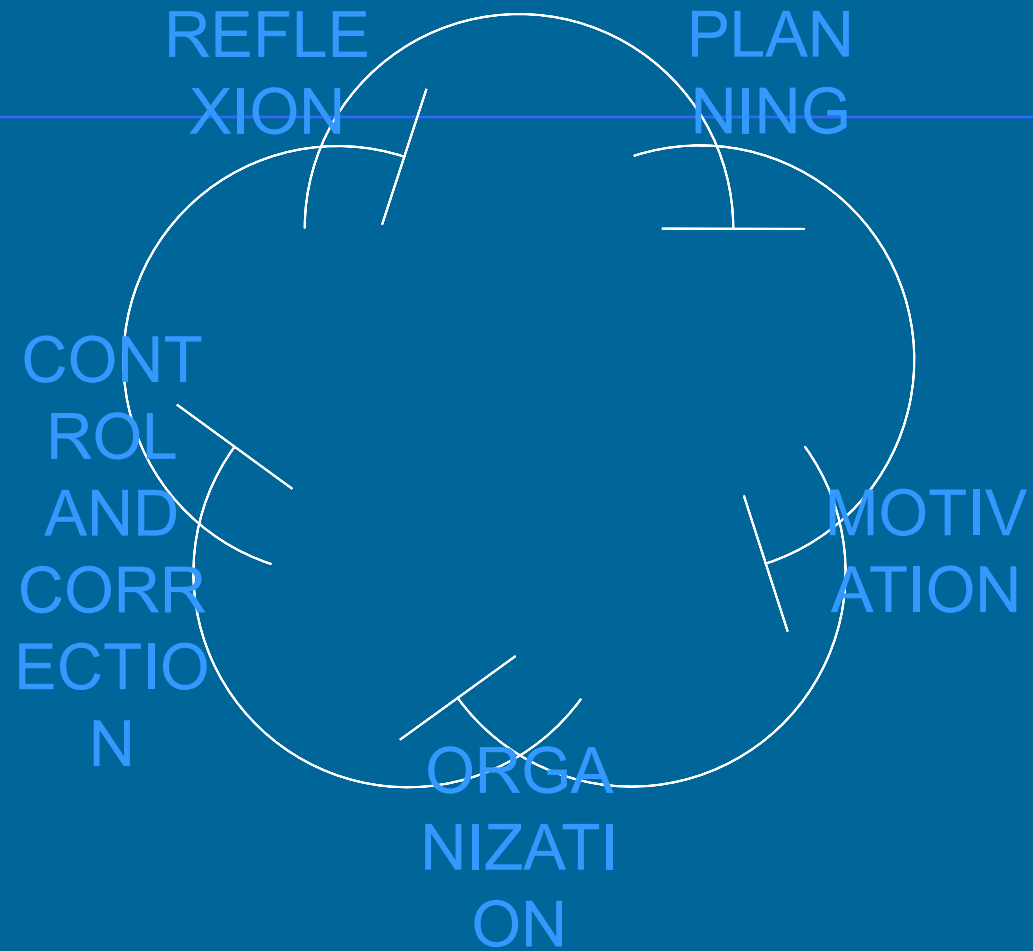
РЕФЛЕКСИЯ

МОТИВИРОВАНИЕ

**КОНТРОЛЬ И
КОРРЕКТИРОВАНИЕ**

ОРГАНИЗАЦИЯ





Planning

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

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

Motivating techniques to help the teacher to formulate a problem

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

Motivating techniques to help the teacher to formulate the aim

- Analysis
- Debates
- Illustration

Motivating techniques to help the teacher make the process interesting

- Decision making
- Discussion
- Extending ideas
- Problem solving

Organizing Group Work Skills

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

Distributing students into groups techniques

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

Distributing roles and responsibilities techniques

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

Group uniting techniques

- Teams competitions
- Groupmates learning activities

Organization of work with information skills

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

Organization of work with information techniques

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

- **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

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

Feedback

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



Formula of effective feedback (T. Russel)

- 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



**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)

- 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

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

Assessment

- **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

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

Correction

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

- **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

- 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

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

Thanks for your
attention!
