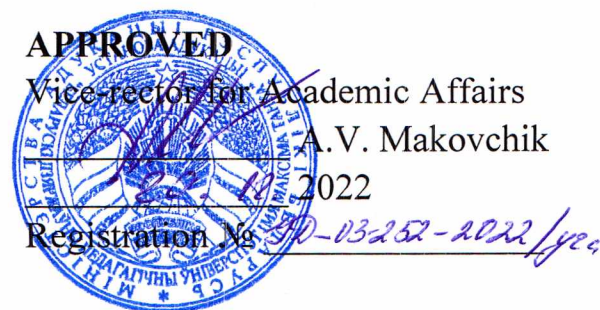


Education Institution
“Belarusian State Pedagogical University named after Maxim Tank”



METHODS OF TEACHING FOREIGN LANGUAGES
AT EDUCATIONS INSTITUTIONS OF VARIOUS TYPES

Academic programme
for the second cycle of higher education,
specialty: 1-08 80 02 Theory and Methodology of Teaching and Education
(in areas and cycles of education)
Concentration: Foreign language

The programme was developed in accordance with:

- Educational standard of the 2nd cycle of higher education for the specialty 1-08 80 02 Theory and Methodology of Teaching and Education (in areas and cycles of education) №81 от 26.06.2019;
- Curriculum for the specialty 1-08 80 02 Theory and Methodology of Teaching and Education (in areas and cycles of education) Профилизация: Иностранный язык № 473/2021/у от 22.04.2021

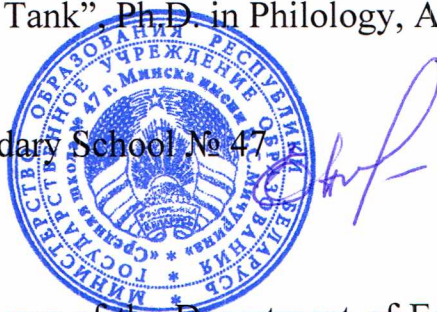
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RECOMMENDED FOR APPROVAL BY:

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Head of the Department

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(minutes № 2 on 20.12.2022)

The formatting of the curriculum and accompanying materials meet the current requirements of the Ministry of Education of the Republic of Belarus

Methodist of the Master's Department

A.I. Garunchik

Head of BSPU Library

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EXPLANATORY NOTE

The academic discipline “Methods of teaching foreign languages at educational institutions of various types” is a course of the professional cycle and is included in the system of linguistic and methodological training of students of the second cycle of higher education (master’s), specialty 1-08 80 02 Theory and Methodology of Teaching and Education (by areas and cycles of education). Concentration: Foreign language.

The main purpose of this discipline is the development of professional skills in organizing and conducting classes of various types and forms in educational institutions of various types.

Achieving this main purpose involves the comprehensive implementation of the following objectives:

1. Acquaintance of students with the basics of the formation and development of foreign language communicative competence; with the requirements of planning, conducting, analyzing and observation of foreign language lessons, considering the specifics of the target audience and the learning situation.

2. Teaching the basics of developing educational and work programs (syllabus, course description) in foreign languages in the system of continuous language education; with modern curricula and work programs in foreign languages and other humanities for various cycles of continuous language education.

3. Comparison of various approaches and methods of teaching a foreign language as a means of international communication in domestic and foreign educational contexts.

4. The study of issues related to the forms of assessment of language, speech and socio-cultural skills and abilities according to different test systems in language proficiency, as well as awareness of current trends in foreign language education in Belarus.

Mastering the academic discipline “Methods of teaching foreign languages at educational institutions of various types” should ensure the formation of special competence among undergraduates: SC – 6: organize and conduct foreign language classes of various types and forms in educational institutions of various types.

Interconnection of the course “Methods of teaching a foreign language in educational institutions of various types” with other disciplines

The study of the discipline “Methods of teaching foreign languages at educational institutions of various types” is closely related to such disciplines as “Modern linguistics”, “Designing a distance course in a foreign language”, “Comparative linguistics”, “Modern technologies for teaching foreign languages”, since these courses contribute to the formation and development of communicative, cognitive, intellectual and intercultural competencies of students.

Requirements for the learning outcomes

As a result of studying the discipline, the student should know:

- regulatory documents that determine the specifics of the development of the system of lifelong education at the present stage in general and the system of lifelong language education as its integral part;
- modern requirements for the development of language skills (receptive and productive) and socio-cultural competence according to the levels of foreign language proficiency CEFR;
- methods of assessment of language, speech and socio-cultural competence of students acquired in the process of language education;
- requirements for a modern foreign language lesson and the parameters of its analysis and evaluation.

As a result of studying the course, the student should be able to:

- use a variety of forms and means of teaching to increase the educational autonomy of students and stimulate the speech and thinking activity of students in foreign language classes at school, university, and in the system of additional language education;
- use ICT and various technologies when planning and conducting foreign language classes;
- review curricula and language courses;
- work with various reference materials;
- prepare reviews on syllabi, programs and teaching materials, abstracts, and articles; compile bibliographies on the research topic, etc.;
- discuss professional problems in native (L1) and foreign (L2) languages.

Upon completion of the course “Methods of teaching a foreign language in educational institutions of various types”, students should possess: the skills of analyzing regulatory documents for the modern system of continuous language education, the skills of course planning using the state-of-the-art techniques of interaction and assessment with regard of the specifics of the target audience and the learning situation, skills for observation and assessment of programmes / lessons on the proposed rubrics.

In accordance with the target learning outcomes for the postgraduate specialists at the second cycle of higher full-time education in the specialty 1-08 80 02 Theory and Methodology of Teaching and Education (in areas and cycles of education). Concentration: Foreign language, the content of the course is deals with the organization and conduct of different foreign language classes in educational institutions of various types.

The thematic content of the course is implemented in the following forms: lectures, laboratory and practical classes, independent work.

Academic course “Methods of teaching a foreign language in educational institutions of various types” requires 108 hours, of which 36 hours are provided for in-class work, divided into 12 hours of lectures, 12 hours of laboratory classes, and 12 hours of practical classes. 72 hours are allotted for independent work.

The course is worth 3 credit units. The form of the current assessment is an exam (2nd semester).

At lectures, undergraduates get acquainted with the theoretical material of the discipline. In laboratory classes, postgraduate students (independently or under the instructor's guidance) observe pedagogical activities, analyze educational and program documentation, students' research work, reporting documentation on pedagogical practice in order to consolidate theoretical knowledge acquired in the course.

In practical classes, students learn to apply the acquired knowledge to practice, perform individual and group assignments, work in pairs and groups, present the results of laboratory classes assignments. Special attention is paid to the development of abilities to set and solve competence-based tasks related to the development of educational and program documentation, as well as to the content and methodological support of foreign language courses in institutions of various types.

COURSE CONTENT

Topic 1. Linguodidactics as a theory of language teaching

Linguodidactics is a general theory of language teaching. Strategies, concepts of teaching, approaches to its organization, models, principles, content, methods, means of teaching languages as methodological concepts. Object, subject of linguodidactics, goals, tasks, functions of linguodidactics.

General methods of teaching a language and private methods of teaching a particular language in specific conditions. The specifics of the process of teaching a foreign language in institutions of secondary specialized and higher education. The structure of the activities of the teaching staff and the activities of students.

Language education as a system (structure, functions, main components). Linguistic and interlingual personality as a backbone category of linguodidactics.

Methods of teaching a foreign language (indicating the language). The specifics of teaching a foreign language at school and university. Analytical review of printed and electronic resources on the methodology of teaching a foreign language (indicating the language).

English-language glossary of a modern teacher of a foreign language. Working with online resources, keyword search. Glossary of a foreign language teacher (indicating the language).

Topic 2. Goals and content of teaching a foreign language in higher education

Goals, objectives of the language course in higher education: the formation of key and subject competencies (linguistic, linguistic, speech, communicative, linguocultural, sociocultural competencies - when teaching the native language; components of communicative competence - when teaching a foreign language).

Comparative analysis of the goals and content of teaching a native and a foreign language (case study based on personal learning experience). Content selection principles: ideological, systemic, functional (system-functional), aesthetic, communicative, historical. The content of teaching foreign languages: the object of learning, the object of assimilation, the result of learning. Structural and compositional specifics of native and foreign language courses in higher education.

Reflection of the goals and content of teaching a foreign language in the educational and program documentation. Model curriculum and standard. Curriculum and curriculum. Features of the development of curricula in a foreign language and related disciplines.

The place of related disciplines in the process of formation of foreign language communicative competence. Country studies, literature of the countries of the studied language, stylistics, theoretical grammar, history of the language, etc.

Topic 3. Modern approaches to teaching a foreign language to specialists

The concept of approach to learning. Classification of approaches to the organization of the process of language teaching in higher education. Characteristics of approaches in terms of: a) the psychology of language acquisition (cognitive,

inductive-conscious, communicative); b) the object of learning (language, speech, speech activity); c) the way of learning (system-descriptive, functional, communicative-activity).

Competence approach in teaching foreign languages. Methodology for the formation of linguistic, communicative and intercultural competence. The concept of transversal competencies, competencies of the 21st century. STEM and STEAM education.

Professionally oriented teaching of foreign languages. The place of foreign language communicative competence in the structure of competences of a specialist of the 21st century.

Lexical approach in teaching a foreign language. The concept of chunks. Horizontal and vertical development. Modern resources in the methodology of the lexical approach. Implementation of the lexical approach in professionally oriented teaching of foreign languages.

Topic 4. Forms and methods of teaching a foreign language and related courses

The concept of the forms of organization of teaching the disciplines of the linguistic cycle at the university. Planning for language classes. Model of the process of teaching a language (native, foreign) in higher education. Classification and characteristics of the forms of language teaching in a higher education institution.

Lecture: by content (setting, current, lecture-commentary, review, review-repetition), by the nature of the presentation of educational and scientific information (problem lecture, lecture-dialogue, lecture-discussion, lecture-press conference), by frequency (one-time, thematic, integral part of the cycle of lectures as a system). Preparing a teacher for a lecture: principles for selecting the content of the material, its relationship with the linguistic theories of researchers and the content of recommended textbooks and teaching aids.

Practical and laboratory classes, their connection with the lecture course: their purpose, content, used organizational forms of work (traditional and non-traditional). Colloquium as a special form of classes in the disciplines of the linguistic cycle: methods of preparation and conduct.

Management of independent work of students in the process of teaching a foreign language. The role and tasks of consultations in the educational process, their types.

Attendance and mutual attendance of classes as an effective form of improving the professionalism of a teacher. Attendance and analysis of foreign language classes this language.

Topic 5. Means of teaching a foreign language in higher education

The general concept of the means of teaching the language in an institution of higher education. Material means of language teaching and their classification. Ideal means of teaching language (verbalization, materialization). Lecture courses, textbooks and dictionaries of various types as a leading tool teaching mother tongue in higher education.

Modern foreign language textbooks: grammar-translation, audiovisual, audiolingual, conscious-practical, communicative, textbooks representing intensive and computer courses. The value of dictionaries for teaching a foreign language. Analytical review of teaching materials on a foreign language (indicating the language).

Technical teaching aids: sound engineering, lighting engineering, sound lighting engineering, programmed learning facilities. E-learning. Educational portal.

The specifics of the use of distance learning tools at the university.

Methodology for the development of educational materials for e-learning. Development of interactive exercises. Preparation, recording and editing of a video lesson. Online lesson in real time.

Foreign language for special purposes. Analytical review of teaching aids (indicating the language and specialty). Compilation of a list of literature and online resources.

Topic 6. Management of independent and research work of students in the process of teaching a foreign language

Control of knowledge and skills of specialists. Diagnosis of the formation of foreign language communicative competence. The problem of evaluating educational and creative achievements of students. Control work, individual survey, testing, essay. Rating system for assessing knowledge and skills; credit, semester and transfer exams, defense of term paper; final state attestation: state examination (disciplinary, interdisciplinary), defense of the final qualifying work (bachelor's, diploma), master's thesis.

The role of educational and research work (performing a large amount of independent work to search for subjectively new knowledge in order to identify, comprehend, memorize, independent application) and research work (search for objectively new scientific information obtained as a result of analyzing a large amount of language material) in the process of language training of students.

Management of research work of students. Types and forms of educational and research work of students. Features of the management of coursework and diploma work. Management of pedagogical practice, reporting documentation. Leading the preparation of research projects. Management of writing scientific articles, reports for conferences.

Designing an individual educational trajectory for a young specialist. Advanced training and self-education as integral components of improving the professionalism of a modern teacher.

EDUCATIONAL AND METHODOLOGICAL CHART OF THE DISCIPLINE

Number of section and topic	Name of section and topic, list of questions	Number of in-class hours			Student's independent work	Instructional support (visual aids, manuals, etc.)	Literature	Forms of assessment
		lectures	practical classes	laboratory classes				
1	2	3	4	5	6	7	8	9
1.	Linguodidactics as a general theory of language teaching 1. Object and subject of linguodidactics and its goals, objectives, and functions. 2. General methods of teaching a language and private methods of teaching a particular language in specific context. 3. The specifics of teaching a foreign language in institutions of secondary specialized and higher education.	2	2	2	12	PPT, IELC (Interactive Electronic Learning Course)	[1], [2], [3], [5], [9]	Analytical review of printed and electronic resources Compiling a glossary for a foreign language teacher
2.	Goals and content of teaching a foreign language in higher education 1. Formation of key and subject competencies. 2. Comparative analysis of the goals and content of teaching a native and a foreign language.	2	2	2	12	PPT, IELC	[1], [2], [3], [5], [6], [9]	Analysis of specialty standards, curriculum and competencies. Development of a course programme

1	2	3	4	5	6	7	8	9
	3. Model curriculum and standard. Curriculum and curriculum. 4. The place of related disciplines in the process of formation of foreign language communicative competence.							
3.	Modern approaches to teaching foreign language for specific purposes 1. Classification of approaches to the organization of the language teaching process in higher education. 2. Competency based approach in teaching foreign languages. 3. Professionally oriented teaching of foreign languages. 4. Lexical approach in teaching a foreign language.	2	2	2	12	PPT, IELC	[1], [2], [3], [5], [6]	Development of a list of competencies for the course. Development of a lesson plan using lexical approach.
4.	Forms and methods of teaching a foreign language and related courses 1. Forms of organization of teaching linguistic disciplines at university. 2. Types of lectures. Preparation for lectures. 3. Practical and laboratory classes. 4. Management of students' independent work in the process of teaching a foreign language.	2	2	2	12	PPT, IELC	[1], [2], [3], [5]	A practical class observation at a university. Preparation of a practical class in a foreign language.

1	2	3	4	5	6	7	8	9
5.	Means of teaching a foreign language in higher education 1. Modern teaching materials in a foreign language. 2. Technical teaching aids. The specifics of the use of distance learning tools at the university. 3. Resources for teaching a foreign language for specific purposes.	2	2	2	12	PPT, IELC	[1], [2], [4], [5], [9]	Analysis of the IELC. Making a list of sources. Development of interactive exercises. Preparing a video tutorial.
6.	Management of students' independent and research work in the process of teaching a foreign language 1. Assessment of foreign language communicative competence. 2. Types and forms of students' educational and research work. 3. Management of students' research work. Scientific advisership. 4. Management of teaching practice and reporting documentation.	2	2	2	12	PPT, IELC	[1], [2], [4], [5], [7], [8], [9], [10]	Reviewing course projects. Reviewing a scientific article. Analysis of reporting documentation for practice. Designing an individual educational trajectory for a young specialist.
	Total	12	12	12	72			Exam (II term)

INFORMATION AND METHODOLOGICAL SECTION

LITERATURE

Core sources:

1. Методика преподавания иностранного языка : учеб. пособие для учащихся учреждений образования, реализующих образоват. программы сред. спец. образования по специальности «Иностранный язык (с указанием языка)» / под общ. ред. Т. П. Леонтьевой. – 3-е изд., испр. – Минск : Выш. шк., 2017. – 239 с.
2. Современные подходы к преподаванию иностранного языка: обобщение перспективного педагогического опыта / сост.: Н. К. Радевич, И. В. Шильцева. – Минск : Мин. обл. ин-т развития образования, 2016. – 108 с.

Supplementary sources:

3. Гальскова, Н. Д. Теория обучения иностранным языкам. Лингводидактика и методика : учеб. пособие для студентов лингвист. ун-тов и фак. ин. яз. высш. пед. заведений / Н. Д. Гальскова, Н. И. Гез. – 3-е изд., стер. – М. : Академия, 2006. – 336 с.
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5. Солонцова, Л. П. Методика обучения иностранным языкам (общие вопросы, базовый курс) : учеб. для студентов пед. специальности и преподавателей иностр. яз. разных типов образоват. учреждений / Л. П. Солонцова. – Алматы : Эверо, 2015. – 373 с.
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7. Key competences for lifelong learning [Electronic resource] // Publications Office of the European Union. – Mode of access: <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>. – Date of access: 16.11.2021.
8. European Qualifications Framework for Lifelong Learning (EQF) [Electronic resource] // European Consortium for Accreditation. – Mode of access: http://ecahe.eu/w/index.php?title=European_Qualifications_Framework. – Date of access: 16.11.2021.
9. Шиманская, О.Ю. Проактивный подход в современном иноязычном образовании / О.Ю. Шиманская // Научный поиск: личность, образование, культура. 2022. № 2. С. 14-20. doi.org/10.54348/SciS.2022.2.3
10. Shymanskaya, O. Legislative and instructional support for higher education in the republic of belarus / O. Shymanskaya // Преподавание иностранных языков в поликультурном мире: традиции, инновации, перспективы : сб. ст. IV Междунар. науч.-практ. конф., Минск, 24 марта 2022 г. / Беларус. гос. пед. ун-т ; редкол.: Е.И. Суббота [и др.]. – Минск, 2022. – С. 34–35. <http://elib.bspu.by/handle/doc/55788>

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LITERATURE

Core sources

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8. European Qualifications Framework for Lifelong Learning (EQF) [Electronic resource] // European Consortium for Accreditation. – Mode of access: http://ecahe.eu/w/index.php?title=European_Qualifications_Framework. – Date of access: 30.11.2022.

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Requirements for independent work on the academic discipline

№ of topic, section	Name of section, topic, list of questions	Hours of Independent	Assignment	Form of presentation
		72		
1	Linguodidactics as a theory of language teaching	12		
1.1	1. Object, subject of linguodidactics, goals, objectives, functions of linguodidactics. 2. General methods of teaching a language and private methods of teaching a particular language in specific conditions. 3. The specifics of the process of teaching a foreign language in institutions of secondary specialized and higher education.	12	Review of scientific and methodological sources and lecture materials	PPT presentation and report
2	Goals and content of teaching a foreign language in higher education	12		
2.1	1. Formation of core and specific competencies. 2. Comparative analysis of the goals and content of teaching native and foreign languages. 3. Standard curriculum and standards. Curriculum and discipline programme. Syllabus. 4. The place of related disciplines in cultivation of foreign language communicative competence.	12	Review of scientific and methodological sources and lecture materials	Analysis of specialty standards, curriculum and competencies. Development of a course programme
3	Modern approaches to teaching a foreign language to specialists	12		
3.1	1. Classification of approaches to language teaching in higher education. 2. Competence approach in teaching foreign languages.	12	Review of scientific and methodological sources and	Development of a lesson plan using lexical approach.

	3. Professionally oriented teaching of foreign languages. 4. Lexical approach in teaching a foreign language.		lecture materials	
4	Forms and methods of teaching a foreign language and related courses	12		
4.1	1. Forms of organization of teaching the disciplines of the linguistic cycle at the university. 2. Types of lectures. Preparation for lectures. 3. Practical and laboratory classes. 4. Management of students' independent work in the process of teaching a foreign language.	12	Review of scientific and methodological sources and lecture materials	A practical class observation at a university. Preparation of a practical class in a foreign language.
5	Means of teaching a foreign language in higher education	12		
5.1	1. Modern foreign language teaching materials and aids. 2. Technical teaching aids. The specifics of the use of distance learning tools at the university. 3. Foreign language for special purposes.	12	Analysis of LMS Moodle assignments and elements	Review for an IELC
6	Management of independent and research work of students in the process of teaching a foreign language	12		
6.1	1. Assessment of foreign language communicative competence. 2. Types and forms of students' educational and research work. 3. Management of students' research work. 4. Management of teaching practice and reporting documentation.	12	Review of assessment tools for foreign language communicative competence, steps for compiling reporting documentation for practice.	Reviewing course projects and articles. Analysis of practice reporting documentation. Designing an individual educational trajectory for a young specialist
	Total	72		

Methodological recommendations for the organization of students' independent work of on the academic discipline

A prerequisite for the effective organization of independent work in the discipline is the availability of its scientific and methodological support. Scientific and methodological support for independent work in the discipline includes: educational and methodological resources, including electronic and interactive courses, educational, reference, methodological literature, library funds, electronic teaching aids in the discipline, and funds of assessment tools.

Forms of independent work:

- review of educational and scientific literature on the proposed problems of methods of teaching foreign languages;
- doing practical assignments in writing, in distance learning systems and online resources;
- answering self-assessment questions in order to consolidate and deepen the knowledge gained in practical classes and during independent work with literature and information resources;
- preparation for performance of control assignments;
- work with Internet sources, computer quizzes;
- reports on issues submitted for independent study;
- compilation of mind maps, summaries, glossaries;
- completion of problem-based assignments;
- preparation of reports on classroom practical assignments with their oral defense;
- development and presentation of multimedia presentations;
- creation and presentation of interactive quizzes and IELC for students on various information platforms in the remote access mode;
- practical analysis of lesson plans and video lessons;
- reviewing curricula and language courses content;
- writing reviews on discipline programs and teaching materials, developing abstracts and articles.

Compiling tasks for controlled independent work, it is necessary to scaffold the assignments providing for an increase in complexity from assignments based on knowledge reproduction to assignments for application of theory in practice, as well as competency-based and problem-based assignments.

It is necessary to ensure the competence-based approach to assignments, as well as the professional orientation of their content.

Formative and summative assessment of self-managed work can be carried out both in-class and through the use of distance learning technologies. The control can be carried out in the form of a quiz, a colloquium, a classroom discussion, an essay, a training assignment, a creative work (video clip, creative project). The results of controlled independent work are taken into account when students take the exam in the discipline.

List of recommended diagnostic tools for learning outcomes assessment

To control the quality of mastering knowledge in an academic discipline, it is recommended to use the following diagnostic tools:

- quizzes;
- control assessment assignments;
- oral and written questioning during classes;
- creative tasks;
- design work;
- creation of interactive tasks and quizzes;
- analysis of specialty standards;
- analysis of the curriculum and competencies;
- development of lesson plans using the lexical approach;
- preparation of a practical lesson in a foreign language;
- developing and solving educational and pedagogical situations;
- preparation of a video lesson;
- development of a curriculum for the discipline;
- reviewing course projects;
- reviewing a scientific article;
- analysis of reporting documentation for the teaching practice;
- designing an individual educational trajectory for a young specialist.

The procedure for a student's competencies assessment includes the following steps: determining the object of assessment; identification of the fact of student's educational achievements with the help of the diagnostic tools presented above; measuring and evaluating the degree of compliance of the student's educational achievements with the requirements of the educational standard.

Quantitative, qualitative, rating and mixed rating scales and rubrics can be used as a tool for pedagogical assessment. To assess students' achievement, criteria and rubrics approved by the Ministry of Education of the Republic of Belarus are used.

The priority should be given not summative assessment, but to formative assessment and dynamic analysis of academic achievement based on long-term monitoring, while taking into account such parameters as the student's in-class participation, their independent work, pedagogical assessment and self-assessment rubrics.

The level of the following competences defines the assessment results:

- linguistic competence;
- communicative competence;
- autonomy and creativity;
- learning skills and information literacy.

List of examination questions

1. Object, subject of linguodidactics, goals, objectives, functions of linguodidactics.
2. General methods of teaching a language and private methods of teaching a particular language in specific conditions.
3. The content of teaching foreign languages: the object of learning, language acquisition, and learning outcomes.
4. Reflection of the goals and content of teaching a foreign language in the curriculum and instructional documentation.
5. Classification of approaches to the organization of the language teaching process in higher education.
6. Competency-based approach in teaching foreign languages.
7. Methodology for the formation of linguistic, communicative and intercultural competence.
8. The concept of transversal competencies, competencies of the 21st century.
9. STEM and STEAM education.
10. Professionally oriented teaching of foreign languages.
11. The place of foreign language communicative competence in the structure of professional competences of the 21st century.
12. Lexical approach in teaching a foreign language. The concept of chunks.
13. Classification and characteristics of the forms of language teaching in a higher education institution.
14. Classification of lectures by content, by the form of information presentation, and by frequency.
15. Practical and laboratory classes, their connection with the lecture course: their purpose, content, organizational forms of work.
16. Management of students' independent work in the process of teaching a foreign language.
17. Observation and co-observation of classes as an effective form of improving a teacher's professionalism.
18. Means of teaching a foreign language in a higher education institution.
19. Characteristics of modern foreign language textbooks: grammar-translation, audio-visual, audio-lingual, conscious-practical, and communicative approaches. Textbooks representing intensive approach and computer courses.
20. Technical teaching aids: sound and light engineering, programmed learning facilities.
21. The specifics of the use of distance learning tools and LMS at university.
22. Skills and knowledge assessment for specialists.
23. Designing an individual educational trajectory for a young specialist.

**INTERDISCIPLINARY COMPLIANCE OF THE ACADEMIC PROGRAMME
OF HIGHER EDUCATION INSTITUTION**

The name of the discipline to be complied with	Name of the department	Proposals for changes in the content of the HEI academic programme	The decision made by the department that has developed the academic programme (with the date and the minutes number)
Contemporary Linguistics	Department of Foreign Languages	No changes	The programme agreed and recommended for approval (minutes No.4 on 25.11.2022)

Учреждение образования
«Белорусский государственный педагогический университет
имени Максима Танка»

ВЫПИСКА ИЗ ПРОТОКОЛА

25.11.2022

г. Минск

№ 4

заседания кафедры иностранных языков
филологического факультета

Заведующий кафедрой – О.Ю.Шиманская

Секретарь – И.Ю.Костенко

Присутствовали: 30 человек

СЛУШАЛИ:

Заведующего кафедрой Шиманскую О.Ю. – предложила рассмотреть и рекомендовать к утверждению учебную программу учреждения высшего образования по учебной дисциплине «Methods of Teaching Foreign Languages at Educational Institutions of Various Types» второй ступени высшего образования (магистратуры) для специальности 1-08 80 02 Теория и методика обучения и воспитания (по областям и уровням образования) Профилизация: Иностранный язык. 1-08 80 02 Theory and Methodology of Teaching and Education (in areas and cycles of education) Concentration: Foreign Language.

ВЫСТУПИЛИ:

Доцент кафедры Чикиль М.Ю. – одобрить и рекомендовать к утверждению учебную программу учреждения высшего образования по учебной дисциплине «Methods of Teaching Foreign Languages at Educational Institutions of Various Types» второй ступени высшего образования (магистратуры) для специальности 1-08 80 02 Теория и методика обучения и воспитания (по областям и уровням образования) Профилизация: Иностранный язык. 1-08 80 02 Theory and Methodology of Teaching and Education (in areas and cycles of education) Concentration: Foreign Language.

РЕШИЛИ:

Учебную программу учреждения высшего образования по учебной дисциплине «Methods of Teaching Foreign Languages at Educational Institutions of Various Types» второй ступени высшего образования (магистратуры) для специальности 1-08 80 02 Теория и методика обучения и воспитания (по областям и уровням образования) Профилизация: Иностранный язык 1-08 80 02 Theory and Methodology of Teaching and Education (in areas and cycles of education) Concentration: Foreign Language рекомендовать к утверждению.

Зав. кафедрой иностранных языков

Секретарь

О.Ю.Шиманская

И.Ю.Костенко