важность бережного отношения к окружающей среде, социокультурному взаимодействию и экономической устойчивости.

В рамках активных методов обучения, таких как проектные работы, ролевые и деловые игры, дискуссии и круглые столы на актуальные темы, студенты могут изучать язык, осваивая при этом важные ценности устойчивого развития. Например, обсуждение проблем экологии на иностранном языке может стимулировать студентов к осознанному потреблению ресурсов и принятию мер по сохранению природы. Кроме того, активные методы обучения способствуют развитию критического мышления, коммуникативных навыков и умения работать в коллективе, что крайне важно для формирования гражданской позиции и участия в устойчивом развитии общества.

Таким образом, активные методы обучения не только способствуют эффективному освоению иностранного языка, но и являются инновационным и действенным инструментом для достижения целей устойчивого развития, формирования осознанных граждан и активных участников глобального сообщества.

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PRACTICAL RESEARCH ON COLLEGE ENGLISH TEACHING UNDER SMART EDUCATION BACKGROUND

Yan Xu
Lecturer of the college of Foreign Language and literature
Northwest Normal University, Lanzhou ,China
804633076@qq.com

Wang Ruhua
Associate Professor of Northwest Normal University, Lanzhou, China

Research on smart education is a hot topic all over the world. Under the wave of smart education, this paper takes college English teaching in western Chinese universities as an example, and carries out an innovative practical exploration in college English teaching, which is considered to be helpful for enriching the form of college English teaching, improving the learning effect of the learners, and innovating the mode of teaching and learning, and it is expected to be able to provide a certain reference for other related personnel.

Keywords: teaching practice; smart education; learning outcome.

Smart education is oriented to the "smart growth of human beings", using artificial intelligence technology to promote the smart transformation of the learning environment, teaching methods and education management, to provide appropriate learning opportunities in popularized school education, to form a precise, personalized and flexible education service system, and to satisfy the development needs of students to the maximum extent possible. [1, p.121] Under the smart education Background, both teaching behavior and learning behavior

can be fully supported by informationization and intelligence to realize the smart learning and teaching. The essence of smart learning is to realize ubiquitous learning and personalized learning which means everyone can learn anytime, everywhere. The essence of smart teaching is to truly realize tailor-made teaching and liberate teachers.

OBE (Outcome-Based Education) is an outcome-oriented teaching philosophy [2, p.109], which emphasizes student-centered, outcome-oriented, and continuous improvement. Because the OBE concept emphasizes the students' learning outcomes all the time, teachers formulate corresponding plans according to students' learning outcomes in different periods, assess learning outcomes, and then formulate new goals, so as to motivate students to continue to learn. In the development of the new era, the integration of OBE education concept into college English teaching is of great value.

In the process of teaching implementation, in addition to textbooks, teachers can collect and integrate various online and offline teaching resources, such as MOOC, micro-videos and so on. Teachers can also record their own micro-classes or they can guide students to record micro-classes, which are about 5-8 minutes long. In this paper, we take the course "*New progressive College English II*" as an example, and select Rain Classroom as a smart teaching tool, two classes of freshmen students majoring in mathematics in Northwest Normal University to carry out a practical research.

Before-class period: pre-study guidance+self-study. Teachers can release online learning resources through Rain Classroom as well as pre-study tasks. The students will work individually or in small groups, via reading the textbook, watching the videos, consulting the information, etc. to complete the online pre-study tasks and pre-test within the specified time. Students are able to choose their own learning methods according to their own learning habits and situations, and have a strong sense of self-learning. Teachers analyze the students' learning situation on the basis of the results of the big data feedback, grasp the students' individual differences and the degree of understanding of the content, and identify the students' weaknesses, so that teachers can optimize the teaching design of the subsequent teaching. For example, when leading students to learn the content of the unit "Pioneers of Flight", teachers can ask students to pre-study the textbook content, important vocabulary and sentence patterns, and online watch video clips about *Wan Hu*, *Howard Hughes,* and *Leonardo da Vinci* and other related materials, which can arouse students' interest. In this way the students can have a preliminary understanding of the stories of these pioneers of flight, and know their status and contributions in the history of world flight. The online teaching platform has a timely feedback function, teachers can understand the actual learning time of students, and ask students deliver their own views in the comments section, so that teachers can better grasp the learning situation of students. At the same time, the online learning platform has an online test function, which allows teachers to monitor the learning effectiveness of students, and the use of machine evaluation of questions can greatly reduce the teacher's workload, and can be more objective feedback to the students.

While-class period: classroom teaching+answering the questions+presentation of outcomes. In classroom teaching, based on the teaching objectives and the feedback from the smart education system, teachers can provide precise teaching for the key and difficult points. Teachers can also provide students with targeted tutoring and tailor to the needs of the students. In this process, the teacher creates a friendly and cooperative learning environment for teaching. Students learn and discuss knowledge through group work, and are actively engaged in the classroom activities, ultimately achieving one learning outcome. The teacher need to provide various opportunities for students to learn and to display their learning outcomes [3, p. 8], which, depending on the content of the course, can include role-playing, dubbing English movies, an oral or written report, micro-video filming and other tasks. Students' learning outcomes can be displayed in class or on the public websites. These activities can greatly increase students' interest and motivation, and spark students' enthusiasm and creativity. For example, when learning the unit of "Pioneers of Flight", students can role-play or

dub the clips of movies *Aviator* and *Leonardo da Vinci.* Teachers assessed the outcomes on the basis of language accuracy, fluency, content, presentation manners, attractiveness and other dimensions, meanwhile students can self-assess and mutual assess these outcomes. Under the diversified assessment methods, students have a more comprehensive understanding of themselves.

After-class period: extension+self-test. The after-class period is crucial for deepening knowledge. After pre-study and classroom learning, students have grasped the knowledge but their understanding is still superficial. Therefore, the teachers need to deepen students' memory through practical activities, promote knowledge transfer, and form personalized knowledge. The Smart education platform provides multi-type review exercises and group work tasks, combined with in-time assessment, automatic diagnosis, learning tracking and other technologies, in this way after- class period can become a high-quality extension of the classroom. The self-assessment function allows students to understand their weak points in time and provides reinforcement orientation as well as personalized excises.

The teaching evaluation of this teaching practice combines formative evaluation and summative evaluation. Formative evaluation is carried out throughout the whole teaching process, such as pre-study period, self-study process, classroom learning, consolidation and extension after class, which is a series of dynamic evaluation during the whole class. Summative assessment is the evaluation and estimation of students' test scores and learning outcomes at the end of learning. Besides, with the help of digital tools, which can record the learning process data, generate the electronic file to record the learning process, the teaching evaluation can construct a multi-dimensional and comprehensive smart evaluation system through combining the teacher's evaluation and students' self-assessment, students' mutual assessment, and combining the intelligent dynamic evaluation and manual evaluation.

To summarize, compared with the traditional teaching mode, the college English classroom teaching practice under the smart education background is diversified, student-centered, can realize the further extension of classroom teaching and emphasize the learning outcome of students, which can effectively stimulate students' interest in learning. It is helpful for enriching the teaching content, effectively improving students' learning effect and innovating the existing teaching mode.

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НАУЧНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ «ИНОСТРАННЫЙ ЯЗЫК» В БГПУ

Т.В. Барышная
старший преподаватель кафедры иностранных языков
Белорусский государственный педагогический университет имени Максима Танка, г. Минск
tbarychnaia@mail.ru

В статье рассматриваются основные составляющие научно-методического обеспечения учебной дисциплины «Иностранный язык»: учебно-программная документация, учебные издания, контрольно-измерительные материалы, использующиеся в учебном процессе на 1 курсе исторического факультета БГПУ для студентов, изучающих английский язык. Автор характеризует структуру и содержание учебного пособия «Английский язык для специальных целей: история» и интерактивного электронного учебно-методического комплекса по учебной дисциплине. Особое внимание уделяется материалам для контроля и оценки знаний студентов, примерам компетентностно ориентированных заданий в области истории. В статье подчеркивается роль научно-методического обеспечения учебной дисциплины в повышении качества высшего образования.

Ключевые слова: научно-методическое обеспечение; учебно-программная документация; контрольно-измерительные материалы; компетентностно ориентированные задания; интерактивный ЭУМК.

SCIENTIFIC AND METHODOLOGICAL SUPPORT OF THE ACADEMIC DISCIPLINE "FOREIGN LANGUAGE" AT BSPU

T.V. Baryshnaya
Senior Lecturer of the Department of Foreign Languages
Belarusian State Pedagogical University named after Maxim Tank, Minsk
tbarychnaia@mail.ru

The article discusses the main components of the scientific and methodological support of the academic discipline "Foreign Language": educational program documentation, educational publications, control and measurement materials used in the educational process for first-year students of the History faculty of BSPU studying English. The author characterizes the structure and content of the textbook "English for Specific Purposes: History" and the interactive electronic educational and methodological complex for the academic discipline. Special attention is paid to materials for the control and assessment of students' knowledge, and examples of competence-oriented tasks in the field of History. The article emphasizes the role of scientific and methodological support of the academic discipline in improving the quality of higher education.

Keywords: scientific and methodological support; educational program documentation; control and measurement materials; educational publications; competence-oriented tasks.

Обеспечение качества образования является одним из основополагающих принципов законодательства об образовании и важнейшим требованием к организации образовательного процесса. «Научно-методическое обеспечение образования осуществляется в целях обеспечения получения образования, повышения качества образования и основывается на результатах фундаментальных и прикладных научных