

Pedagogical conditions of the development of sociocultural skills of students training for theory and practice of translation by means of modern Internet-technologies

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Abstract

The aim of the paper is to reveal pedagogical conditions of the development of sociocultural skills via modern Internet-technologies (ICT). The methods of cooperative learning and problem solving tasks by means of Internet technologies have been employed in the process of foreign language learning by students training for theory and practice of translation. As the result of the research, the authors suggest the following conditions: (1) the development of learners' ICT competence; (2) the use of didactic features and functions of the Internet-technologies; (3) the use of cooperative learning pedagogy; (4) the use of problem-solving tasks and assignments; (5) the development of teaching algorithm.

Keywords: sociocultural skills; teaching culture; pedagogical conditions; ICT

1. Introduction

By the present moment the particular scientific approach towards the perception of sociocultural skills development by means of modern Internet-technologies has been elaborated.

Authors of many scientific papers pay their attention to the following problems:

- The use of the language and the production of the meaning which are influenced by the sociological factors of the relation between a sender and a receiver [1]
- Process views by emphasizing the role of language in written communication [2]
- The development of theoretical basis of: a) using informational and communicational technologies in education [3], b) practical methods of foreign language teaching based on informational and communicational technologies [4].

It should be noted that much research has focused on the problem of ICT in the development of students' sociocultural skills. However, the problem of crucial importance concerning pedagogical conditions of sociocultural skills development by means of modern Internet-technologies still exists.

The problem mentioned above is under consideration in this paper as the pedagogical conditions of sociocultural skills development of students training for "Theory and Practice of Translation" by means of modern Internet technologies is understudied.

On the basis of the theoretical material described in the above-mentioned works the authors, using the methods of cooperative learning and problem solving tasks, reveal the necessity of the pedagogical conditions stated below.

2. The first pedagogical condition of sociocultural skills development by means of Internet-technologies

The first pedagogical condition of sociocultural skills development by means of modern Internet-technologies is the evolving students' ICT-competence from the beginning of the educational process.

There are many concepts in scientific literature that are close in their meaning to the term ICT-competence (competence in the sphere of information and communication technologies). In accordance with the works of P.V. Sysoyev and M.N. Evstigneev [5], ICT competence is defined as "the ability to use a wide range of information and communication technologies in the process of teaching a foreign language and its culture".

Many Russian and foreign scientists put up a question concerning the distinguishability of the development of students' ICT-competence as a pedagogical condition of elaboration and implementation of the methods of teaching a foreign language and its culture by means of modern Internet-technologies.

Evolving ICT-competence of students, training for "Practice and Theory of Translation", includes knowledge and skills in using blog-technologies, wiki-technologies, services of podcast for information exchange, synchronous and asynchronous communication, creating and discussing the educational content based on them.

Students demonstrating lack of knowledge and skills of ICT-competence are unable to be completely involved in the class work on Internet-project implementation. In this respect, evolving students' ICT-competence is regarded as the first pedagogical condition of students' sociocul-

tural skills development by means of modern Internet-technologies.

3. The second pedagogical condition of sociocultural skills development by means of Internet-technologies

Methods of teaching a foreign language and culture by means of Internet-technologies have been elaborated and described in many recent pedagogical works. As the analysis of these works shows, every used Internet-service and Internet-technology has its didactic characteristics and functions. Didactic characteristics of modern ICT-technologies, the main qualities, features of the particular technologies distinguishing one technology from another, are essential for didactics both in theoretical and practical aspects.

Didactic functions are defined as external manifestation of ICT means, used in educational process for the realization of the set goals. In particular, blog-technology can be characterized as available to all Internet-users as it is characterized by linear sequence of upcoming messages and allows multi-media to be used. In this technology the author and the moderator is one and the same person [6].

It is obvious that methods of teaching aspects of a language, types of speech and culture based on the particular Internet-technologies are different due to varieties in didactic characteristics and functions in different Internet-technologies. For instance, wiki-technology enables students to create a common piece of writing while blog-technology enables students to create individual (not-group) writing. It is essential to take into account didactic characteristics and functions of every Internet-technology for the elaboration of a particular method and particular educational task solution.

In this respect, the second pedagogical condition of students' sociocultural skills development by means of modern Internet-technologies is the consideration of didactic characteristics and ICT function peculiarities.

4. The third pedagogical condition of sociocultural skills development by means of Internet-technologies

In many research works devoted to the usage of Internet-technologies in foreign language teaching the importance of developing students' skills in team work in the process of assignment completion is mentioned.

Most Internet projects require students' interaction in the process of common writing creation and its discussion. In scientific papers it was reflected in the pedagogical technology called "cooperative learning". Theoretical groundwork of this pedagogical technology was laid by the American educator John Dewey. Among different methods of teaching a foreign language the method of "cooperative learning" has become a frequent practice due to the works of E.S. Polat described by S. Savignon, and P. Sysoev [7].

One of the conditions of the technology implementation is the interdependence of the participants of the joint educational activity. The implementation of cooperative learning is based on the following common principles:

- The students' group is formed in the way that there are students with different level of language proficiency, different experience in joint educational activities, different sex, and etc. Such kind of group formation creates conditions for every team member to develop necessary skills in the process of conjoint project implementation.
- Each group is given tasks according to which every member gets a special role in order to be involved in the activity.
- Each group is given a series of tasks (a text, a series of exercises, an Internet-site where the project should be developed).
- Members of the group are given common points.

The peculiarity of the pedagogical technology "cooperative learning" is that in the process of task implementation every participant is responsible for his part of work as well as the whole project. Ultimately, not the individual work of every member of the group is assessed but the result of their cooperation. Consequently, the given technology enables team members to communicate and collaborate in order to succeed in their joint work. In this regard, the use of the pedagogical technology "cooperative learning" in the process of Internet-project realization is considered to be the third pedagogical condition of the development of students' sociocultural skills via modern Internet-technologies.

5. The fourth pedagogical condition of sociocultural skills development by means of Internet-technologies

Elaborating the method of sociocultural skills development, it is important to consider the possibility of building false stereotypes and making generalization concerning participants of intercultural contacts and the culture under consideration.

The importance of working out the idea of cultural diversity was mentioned by many scientists who undermined the construct "language speaker" as the ideal type of language and cultural norm. Ignoring this issue in the process of teaching a foreign language and its culture can lead to the formation of false stereotypes and generalization. In particular, M. Meagher and F. Castañón [8] described the results of the experiment carried out with American and Mexican students exchanging electronic messages.

The experiment was conducted for the purpose of getting the idea of the culture of the studied language and training in cross-cultural communication. According to the data, students got false stereotypes about the culture, which led to negative attitude towards it. The data prove that participation in the international Internet-project cannot serve to ensure obtaining sociocultural competence. Negative attitude towards the culture, being in contact

with, occurs when estimating reality of a foreign culture in relation with the personal values taken in the culture of origin. The participants of the experiment were unaware of the fact that the representatives of the culture, they were in contact with, had other values, knowledge and norms that is why their views could be different from the ideas accepted in their own culture.

Such negative results of building stereotypes and making generalization demonstrate that problem-solving tasks should be implemented. They are devoted to culture study and aimed at searching, analyzing and discussing the results of the research as the purpose of their usage is the effective implementation of the Internet-projects, contributing to the development of students' sociocultural skills.

Three main types of tasks are distinguished: 1) searching and playing 2) cognitive-searching and 3) cognitive-researching.

Due to cognitive and communicative students' abilities, cognitive-searching as well as educational-researching assignments, tasks and projects, devoted to culture study, can be put to use. All these kinds of assignments are implemented to support objectives of students' education in the sphere of culture study by means of a foreign language:

- Development of an unbiased approach to the surrounding multicultural world
- Multidisciplinary bilingual and multicultural education of students by means of their mother tongue and a foreign language
- The development of multifunctional sociocultural competence including ideas of co-studied cultural communities and cross-cultural communication skills as well as sociocultural strategies allowing to overcome information gaps or culture conflicts coming in contact with unfamiliar cultures
- Development of analyzing skills, classification and systemization, grouping and other material dedicated to culture study
- Development of skills in native culture description
- Teaching technologies of cultural discrimination and cultural aggression resistance, cultural vandalism resistance
- Arrangement conditions for sociocultural creative work.

In the course of implementation and use of cognitive-searching assignments developing students' multidisciplinary and foreign communicative competence after a while students will be able to carry out more complicated educational projects dedicated to culture study.

Therefore, problem-solving assignments devoted to culture study are regarded as the forth pedagogical condition of students' sociocultural skills development by means of Internet-technologies.

6. The fifth pedagogical condition of sociocultural skills development by means of Internet-technologies

The fifth pedagogical condition of students' sociocultural skills development by means of Internet-technologies is a training algorithm where teacher and students' functions are given in details at every stage of their activity.

It can enable students to be aware of educational teamwork procedure in the course of working on the Internet-project. If this is not the case, they would not pay enough attention or completely ignore particular aspects of a language. For this reason, step-by-step training algorithm is considered to be the fifth pedagogical condition of students' sociocultural skills development by means of Internet-technologies.

7. Conclusion

Consequently, the development of sociocultural skills by means of modern Internet-technologies can be successful if the pedagogical conditions are taken into account. It should be mentioned that the pedagogical conditions of sociocultural skills development by means of Internet-technologies were singled out and grounded as they had been employed in the group of students training for the theory and practice of translation.

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