

УДК 371.3

**TEACHING AND UPBRINGING AS AN INTEGRATIVE RESOURCE FOR
IMPROVING THE QUALITY OF EDUCATION**

M.G. Bogova, N.P. Gritskevich

Белорусский государственный университет иностранных языков

Минск, Республика Беларусь

bomaya@gmail.com, gritskevich7@gmail.com

The article proves that in a multicultural environment an integrated approach to teaching alongside with upbringing is a key resource for improving the quality of education. Methods of such integration are demonstrated using the example of teaching the academic discipline “Practice of Oral and Written Speech”.

Keywords: teaching; quality; integrative resources; upbringing.

The modern paradigm of education has shifted the focus from knowledge transmission to the development of a personality and the ability of learners to adapt to a rapidly changing world. The concept of education includes two integral aspects: teaching and upbringing. These aspects differ in their goals, content, processes, and means.

Teachers consider their job to be a purposeful process of transferring knowledge, skills and abilities. The goal of teaching is to develop students' cognitive abilities by acquiring these competencies. Accordingly, the content of teaching is viewed as information and algorithms of actions. The learning process is carried out within the framework of specially organized learning spaces. It is regulated and structured, while the used means are educational materials.

Meanwhile, upbringing is the process of forming character, value orientations, worldview, and moral standards of individuals so that they can be included in the life of society. The content of upbringing covers the acquisition of norms of behavior, social roles, and cultural values during an ongoing process that occurs not solely in educational institutions, but also in everyday life, in the family, in interaction with other people. The used means here are interpersonal interaction, communication, and personal examples.

Both processes are closely interconnected and form the basis of education – a broader concept that encompasses both. While teaching is focused on the cognitive sphere, in upbringing the emphasis is on internalization, on how to form a person's attitude to social norms and values.

The practical task is how to implement upbringing in the learning process efficiently. The ways to do it and thus to improve the high quality of teaching, can be found at the Department of Foreign Language Speech Communication (the Faculty of Intercultural Communications) at Belarusian State University of Foreign Languages. The department provides the study of the academic discipline “Practice of Oral and Written Speech I” of the educational module “Oral and Written Speech Practice (the First Foreign Language – English)”.

According to the educational standard (6-05-0231-03 “Linguistic support of intercultural communication”) students of the two initial courses, future translators-referents and specialists in intercultural communication, have to master the following competencies:

- be able to communicate in a foreign language so that to solve tasks of interpersonal and intercultural interaction;
- to communicate in a foreign language in accordance with norms and usage of this language system.

According to the curriculum, the content of the academic discipline, forms of control and teaching technologies aim at mastering the specialty as well as develop students' potential to turn into a person with high social and spiritual values, patriotic qualities, ready to take part and be active in the economic, socio-cultural and public life of our country.

Taking the programme requirements into account, the team of the department lecturers worked out two parts of the textbook “Развиваем умения чтения и говорения = Developing Reading Comprehension and Speaking Skills” [1; 2]. The authors were guided by the following approaches:

- cultural: the nationally oriented component of training content provides for activities aimed at development of general and professional culture of a future specialist;

- humanistic: priority should be given to universal human values, to human life and health, to free development of an individual;
- the activity- or task-based approach: development of all types of speech activities (receptive and productive skills) through a balanced combination of listening (auditory comprehension), speaking (oral speech), reading, and writing;
- personality-orientation: conditions for development of students' personality and individuality should be created, taking into consideration their cognitive and professional interests; students with different levels of language proficiency should have differentiated approach to teaching.

While recognizing the importance to turn to the human factor and individual approach in teaching, educators should work out the ways to improve quality of their work. The role of disciplines directly aimed at forming the basic culture of a future specialist increases. The academic discipline “Practice of Oral and Written Speech I” is a very good example how to implement all the above-mentioned approaches in the educational process relying on interdisciplinary links.

The teaching staff of our department strive to identify and use inner reserves that can and should improve the quality of teaching. Thus, the priority is given to successful adaptation of first-year students to studying at the university. The special tasks can be defined as the necessity to instilling the value of the corporate university culture, the “university spirit”, to cultivate a sense of pride that a fresher is a student of this university.

The teaching collective of our department understand that all educational materials, including language ones, must contain an upbringing component. They should be appropriate to carry out the most important task – namely, develop students' critical thinking and form proper world outlook, thus support their personal development.

One of the topics covered at the first year is “Human Personality”. The curriculum includes such task as making a brief self-presentation about oneself and one's interests. It guarantees creating special warm atmosphere of equality with peers, to interact and collaborate, to foster a feeling of being part of a unified group. The interactive nature of this activity helps create the necessary socio-psychological conditions for the success of learning, and thus for self-realization and self-fulfillment. The activity also contributes to the development of students' common psychological culture.

Other topics are “My Self-Portrait” and “My Friend's Portrait”, they are aimed at fostering values of self-awareness, self-respect, tolerance, and the ability to see positive qualities in others. They provide plenty of opportunities to discuss character traits and personality qualities needed to develop self-analysis abilities, to understand and evaluate the character of other people, the most important qualities for successful socialisation and self-realisation in future.

The teaching programme includes the sphere of everyday communication at the initial stage of studying at the university. We can notice continuity with the content of the school curriculum, but the purpose now is to reach understanding at the problem-based level. In class, students discuss and compare family values, traditions and customs in English-speaking countries and Belarus. They debate grave questions how to build healthy relationships within a family, how to interact with parents and peers, they touch specific issues of ethics and morality. The interest in the topic “Family Life” is great. Students show understanding of the role of family, they show respect for traditional family values. We are glad to notice they recognise their national identity through the context of our cultures.

Both freshmen and sophomores are eager to debate working on the project “Ad-

vantages and disadvantages of being a teenager in the digital age” as they can express their views. We consider discussions, debates, and offered mini-lectures to be an important element of upbringing of a “person of culture”. They are effective ways to foster a respectful attitude towards the immediate environment; to promote universal humanistic values; to establish safe behaviour in professional and social activities; to make understand work as a personal and social value.

The discussion of the topic “Rational Planning of a Student's Working Day” plays an important educational role. Its aim is to cultivate the culture of everyday life and leisure. The students should learn to use their free time purposefully and effectively. It is time to absorb the full meaning of responsibility for their studies, organisational skills, ability to plan their day rationally. Time management, effective study organisation, stress management – these are few of soft skills better to be mastered sooner than later.

We would like to emphasize that all topics of the textbook for students of our Faculty are structured in a way that authentic texts for reading and discussion, communication-oriented exercises, problematic questions, and creative tasks are part of upbringing. They are aimed at fostering tolerance towards representatives of other cultures, nationalities, and religions. They are also part of patriotic education and ideological conviction as have a clear purpose to bring up an active person, a patriot of native land.

“Family Matters”, “Bringing up children”, “Home, Sweet home” – the very formulation of the topics sets the vector of spiritual and moral education aimed at introducing universal and humanistic values. Family and gender education is intended to form a responsible attitude to family, marriage, and raising children in accordance with the traditional values of the Belarusian society.

Studying the section of the curriculum “Food and Meals” provides an opportunity to include in the content the nationally oriented component of training, and allows not merely to popularize Belarusian cuisine, discuss and share new Belarusian recipes, but to instill a sense of pride in our national cultural characteristics, as well as further develop national identity. We tested and found the ideas how to implement in our classes creative projects such as “Traditions of Belarusian Culinary Art in the Context of Global Culinary Trends”. This topic allows the teachers of our department to involve students in discussing issues like “Table Manners in Different Countries”, “Comparing Table Manners in Belarus, Great Britain, France and Germany”. Our students find these topics of great interest. Their active discussion contributes to the increase of cultural awareness, helps see cooking as an important part of peoples’ culture.

The use of relevant active teaching methods – such as exchanging views and opinions, carrying out project work, giving official speeches in discussions, brainstorming, writing essays on problematic or burning topics, participating in role-playing games – they all have great educational potential. For one example, the project on the topic “Shopping and Money” allows to boost up economic knowledge, thus contributing to the formation of an individual economic culture. Similar projects demonstrate the possibility and ways to combine educational goals and upbringing targets.

Identification and development of students' creative abilities, their sense of beauty and aesthetic taste is the red thread in the implementation of the oral and written speech practice curriculum. The topics under discussion within the framework of aesthetic education allow us to form healthy lifestyle skills, build up awareness of how important health is, make students realize it is one of the greatest human values, make them eager to stay healthy.

Upbringing is interrelated with teaching. When studying the topic “College Life” the

teachers of our Department of Foreign Language Speech Communication have a tradition to hold public speaking competitions. The jury offers problems concerning us all, for example: "My View on Modern Education". No wonder, all first-year students of our Faculty participate. The competition consists of two stages. In the first one students make a 2-3 minute oral presentation on the topic, prepared beforehand. The teacher and students of the group ask questions afterwards. This part of the competition ends with announcing winners selected by 'peer evaluation', they will continue tussle for first place. The competition is finished during the university "Science Days" in April. At the Faculty gala evening at the end of the academic year, the winners receive awards: certificates, university symbols, and gifts.

The educational goal of carrying out oratory competition is to develop public speaking skills and abilities, as well as critical thinking of our students. Meanwhile, it lets us solve other tasks, namely, the tasks of personal, professional and social development, of fostering a positive attitude toward academic activity.

As one can see, the peculiar properties of the academic discipline "Oral and Written Speech Practice I" give learners the possibility to master English, understand and express meanings, to communicate, to develop their ability to react to utterances, to speak out, to express opinions and attitudes. Focus on the personality of the communicants is the most important channel of upbringing. Teaching communicative culture and developing interest in the culture and people whose language is studied, is crucial to achieve professional excellence. It also has upbringing potential as it helps scientific cognition, knowledge of acquaintance, understanding the world, sense of good and evil, effective communication in order to solve current problems in a collective format.

Upbringing is to be interrelated, systematic and continuous in the educational process. Teachers are to use the entire arsenal of methodological tools, never forgetting extracurricular activities. The key to success is combining teaching and upbringing, so that our students grow active, self-dependent and initiative.

БИБЛИОГРАФИЧЕСКИЕ ССЫЛКИ

1. Грицкевич, Н. П. Развиваем умения чтения и говорения = Developing reading comprehension and speaking skills : пособие : в 2 ч. Ч. 1 / Н. П. Грицкевич, М. Г. Богова, Т. В. Бусел ; Мин. Гос. Лингвист. Ун-т ; рец. Т. А. Сысоева. – Минск : МГЛУ, 2021. – 271 с.
2. Грицкевич, Н. П. Развиваем умения чтения и говорения = Developing reading comprehension and speaking skills : пособие : в 2 ч. Ч. 2 / Н. П. Грицкевич, М. Г. Богова, Т. В. Бусел ; Мин. гос. лингвист. ун-т ; рец. Т. А. Сысоева. – Минск : МГЛУ, 2021. – 279 с.

ОБУЧЕНИЕ И ВОСПИТАНИЕ – ИНТЕГРАТИВНЫЙ РЕСУРС ПОВЫШЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ

М.Г. Богова, Н.П. Грицкевич

*Белорусский государственный университет иностранных языков
Минск, Республика Беларусь, botaya@gmail.com, gritskevich7@gmail.com*

В статье доказывается, что в условиях поликультурного пространства интегративный подход к обучению и воспитанию является ключевым ресурсом повышения качества преподавания. Способы такой интеграции показаны на примере преподавания учебной дисциплины «Практика устной и письменной речи».

Ключевые слова: преподавание; качество; интегративный ресурс; воспитание.